

To the 114th Congress,

Submitted on behalf of the People of the United States of America

A BILL

Proposed

To reauthorize the Elementary and Secondary Education Act of 1965 to ensure the aim of this Act remains intact into posterity,

AN ACT

To strengthen and improve educational quality and educational opportunities in the Nation's elementary and secondary schools.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled in the year 2015, That this Act may be forever cited as the "Elementary and Secondary Education Act of 2015."

SECTION 1. SHORT TITLE

This Act may be cited as the “ESEA Reauthorization of 2015”.

SECTION 2. FEDERAL CONTROL OF EDUCATION PROHIBITED

“Nothing contained in this Act shall be construed to authorize any department, agency, officer, or employee of the United States to exercise any direction, supervision, or control over the curriculum, program of instruction, administration, or personnel of any educational institution or school system, or over the selection of library resources, textbooks, or other printed or published instructional materials by any educational institution or school system.” ESEA 1965

SECTION 3. CONGRESSIONAL RESPONSIBILITY

UNDERSTANDING.— Congress understands that—

- (i) every year of a child’s education is important;
- (ii) every child has potential that should not be wasted; and
- (iii) no child should be left behind waiting for Congress to act.

POINT OF CONTACT.— Upon enactment of this law, the Committee on Health,

Education, Labor, and Pensions of the Senate and the Committee on Education and the Workforce of the House of Representatives shall each designate a point of contact person to receive public comment concerning the Elementary and Secondary Education Act, its implementation and effectiveness, and its reauthorization every five to six years.

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SECTION 4. DECLARATION OF POLICY: PURPOSE

“The Congress declares it to be the policy of the United States that a high-quality education for all individuals and a fair and equal opportunity to obtain that education are

a societal good, are a moral imperative, and improve the life of every individual, because the quality of our individual lives ultimately depends on the quality of the lives of others.”

This purpose can be accomplished by —

- (1) conducting needs assessments at the school, district, and state levels to ensure targeted federal investments are made where unmet needs are identified;
- (2) ensuring that parents and families have substantial and meaningful opportunities to participate in the education of their children and that families and communities have that same opportunity to participate in continuous improvement of their schools;
- (3) setting the expectation that all schools receiving federal funds under this Act will demonstrate progress towards improved safe and supportive school climates as well as academic progress using a variety of appropriate indicators of educational quality and opportunities specific to meeting the schools’ needs;
- (4) targeting resources, as identified by the needs assessment, and distributing them sufficiently to make a difference to Local educational agencies and schools where the needs are greatest;
- (5) ensuring that high-quality teacher, leader, and counselor preparation, training, and continuing educational opportunities are provided within the public system;
- (6) significantly elevating the quality of instruction by providing all staff in participating schools with substantial opportunities for professional development as well as the necessary curricular and instructional materials;
- (7) ensuring children have access to effective, scientifically based instructional strategies and challenging academic content in classes of appropriate sizes;
- (8) fostering public oversight for school, Local educational agency, and State responsibilities and assurances for improving academic opportunities, for demonstrating progress toward identified academic and school climate goals, and for ensuring equity of resources within schools, across districts, and for state funding and supports;
- (9) coordinating services under all parts of this Act with each other, with other educational services, and, with other agencies providing services to youth, children, and families to ensure wise use of all existing community resources;
- (10) adhering to the purposes of the United States Department of Education as originally established; and by
- (11) keeping the focus of enactment of this Act on meeting the educational needs of all disadvantaged children in our Nation's public schools by directing funding and supports to address identified needs of children from low-income families, limited English proficient children, migratory children, children with disabilities, Indian children, homeless children, and neglected or delinquent children.

TITLE I - FINANCIAL ASSISTANCE TO LOCAL EDUCATIONAL AGENCIES FOR THE EDUCATION OF CHILDREN OF LOW-INCOME FAMILIES and PRIORITY SCHOOLS

Sec. 101. STATEMENT OF PURPOSE.

“In recognition of the special educational needs of children of low-income families and the impact that concentrations of low-income families have on the ability of Local educational agencies to support adequate educational programs, the Congress hereby declares it to be the policy of the United States to provide financial assistance (as set forth in this title) to Local educational agencies serving areas with concentrations of children from low-income families to expand and improve their educational programs by various means (including preschool programs) which contribute *particularly* to meeting the special educational needs of educationally deprived children.” ESEA 1965

Clarification for this proposal: To meet the special educational needs of children of low-income families using Title I funds, educational agencies must consider the distinct needs of all children from low-income families with specific consideration given to the following subgroups: limited English proficient children, migratory children, children with disabilities, Indian children, homeless children, and neglected or delinquent children. Those subgroups do not have individual titles in this document.

Definition: “Educationally deprived children” is defined here as a subset of children in schools declared as chronically low-performing, distressed, troubled, struggling, or any other name or designation assigned to them by their State educational agency. Those schools will be addressed as “Priority Schools.”

Sec. 102. APPLICATION for TITLE I BASIC GRANTS and PRIORITY SCHOOL IMPROVEMENT GRANTS.

(A) PROCESS.— Each Local education agency (LEA) that receives assistance under this title shall ensure that its local schools identify and address the unique educational needs of children of low-income families by using a comprehensive needs assessment process (Title I, Part A, Sec.103) and develop a local school plan based on the results of the assessment process ensuring that,

- (i) the unique needs of children of low-income families are specifically addressed in the comprehensive school plan;
- (ii) the comprehensive school plan is developed in collaboration with parents of children of low-income families;
- (iii) specific measurable goals and outcomes are clearly delineated in the school plan using appropriate indicators of quality and improvement;
- (iii) data analysis is employed in development of the comprehensive plan to meet the purpose of this title;
- (iv) the plan will be used as the basis for resource allocation;

- (v) regular re-evaluate of the data occurs and progress towards the plans' goals will be used to assess the success of the plan and its strategies;
- (vi) the plan will be submitted to the Local educational agency for review and approval by the Local educational agency's governing board, committee, or council, and for their periodic review per their request; and
- (vii) the plan is easily accessible to the public or for review by other agencies.

(B) APPLICATION of FUNDS and AUTHORIZED ACTIVITIES

A Local educational agency may receive a Title I Basic Grant, for any fiscal year, and a Priority School Improvement Grant under this title, only upon application therefor approved by the appropriate State educational agency, and subsequently the Secretary. This title establishes—

- (1) that payments under this title will be used for programs and projects (including the acquisition of equipment and where necessary the construction of school facilities) which are designed to meet the special educational needs of children from low-income families or educationally deprived children;
- (2) that the Local educational agency has provided satisfactory assurance that the control of funds provided under this title, and title to property derived therefrom, shall be in a public agency for the uses and purposes provided in this title, and that a public agency will administer such funds and property;
- (3) in the case of any project for construction of school facilities, that the project is not inconsistent with overall State plans for the construction of school facilities;
- (4) that effective procedures, including provision for appropriate objective measurements of educational achievement, will be adopted for evaluating at least annually the effectiveness of the programs in meeting the special educational needs of children from low income families and educationally deprived children;
- (5) that the Local educational agency will make an annual report and such other reports to the State educational agency, in such form and containing such information, as may be reasonably necessary to enable the State educational agency to perform its duties under this title, including information relating to the educational achievement of students participating in programs carried out under this title, and will keep such records and afford such access thereto as the State educational agency may find necessary to assure the correctness and verification of such reports;
- (6) that wherever there is, in the area served by the Local educational agency, an already approved community action program, the programs and projects have been developed in cooperation with the public or private nonprofit agency responsible for the community action program; and

(7) that effective procedures will be adopted for acquiring and disseminating to teachers and administrators significant information derived from educational research, demonstration, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects.

(C) RULE of CONSTRUCT.—Nothing in this title shall be construed to prohibit a Local educational agency from serving children from low-income families simultaneously with students with similar educational needs in the same educational settings, where appropriate.

PART A — Title I Basic Grant Procedure

Sec. 103. Comprehensive Needs Assessment Process.

(A) UNDERSTANDING. — Congress understands the following —

- (i) assessment of what a school needs in order to provide quality learning opportunities must be done within that school; and
- (ii) an improvement plan is best developed with the involvement of parents, other members of the community, and the individuals who will carry out the plan to meet the educational needs of all students.

(1) Definition: A “needs assessment” is a systematic assessment and decision-making process to determine needs, examine their nature and causes, and set priorities for future action. A comprehensive needs assessment focuses on gathering data in at least these specific areas:

- (a) parent, family, and community involvement,
- (b) professional development of teachers, counselors, and staff,
- (c) effectiveness of leadership,
- (d) school climate and culture,
- (e) curriculum and instruction,
- (f) adequacy of resources, and
- (g) student achievement.

(2) Clarification: The concept of a needs assessment is to build on the school’s strengths and improve areas of weakness through a continuous improvement process. Local schools are expected to use data from the needs assessment to write a school improvement plan that has specific targets and strategies designed by the school stakeholders to improve the school and student achievement. The process used is as important as the data collected.

(3) Background: Given that a comprehensive needs assessment must be tailored to address the unique population of learners in individual schools and districts, the effectiveness of the process will depend on quality input and oversight from school, local, and state education leadership, and the continued involvement and engagement of citizens in the process. This process is used to determine the

criteria for solutions, the school and Local educational agency's plans, and sets the indicators (measurements) by which progress is judged and plans adjusted. This process serves as the basis for school improvement, resource allocation, and as the basis for an integrated accountability mechanism.

(4) The goal of the comprehensive needs assessment process is to use the information that has been gathered and analyzed, by those involved in the process, to develop practical, scientifically researched, actionable plans to make progress towards meeting the identified needs of children of low-income families.

(B) IN GENERAL.—In conducting a comprehensive needs assessment, a local school shall—

- (i) involve teachers, teacher organizations, principals, and other school leaders, specialized instructional support personnel, parents, community partners, and others with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title;
- (ii) take into account the activities that need to be conducted in order to give teachers, principals, counselors, and other school leaders the knowledge, skills, and resources necessary to provide all students with the opportunity to meet challenging local curricula;
- (iii) ensure the special needs of low-income children are specifically assessed and addressed in the comprehensive school plan; and
- (iv) safeguard that the comprehensive local needs assessment process and resulting plan is developed in collaboration with parents of low-income children.

(C) REQUIREMENTS.—In conducting the comprehensive needs assessment required under Title I, the local school, the Local educational agency, or consortium of such agencies, must include the data and an analysis of:

- (i) applicable and available school-level data using indicators or measures for assessing school/family relationships, participation and satisfaction with the school, parent involvement in program planning and implementation, and frequency of contacts;
- (ii) applicable and available school-level data on indicators or measures of school quality including climate and safety, discipline, student access to books, supplies, and extended learning opportunities; numbers of full time teachers; class size; counselor-to-student ratio; instructional dollars per pupil, supplementary grants and funds; support staff; technology available in the school; relevant curriculum; staff professional development opportunities; and governance, leadership, and organization;
- (iii) applicable and available school-level student information such as achievement results, classroom work, attendance data, student transfer data, mobility rate, dropout data, language and ethnicity data, and gender data;
- (iv) applicable and appropriate test results that are disaggregated by student group; and

(v) teacher data, including language fluency, experience, degrees, credentials, and special certification.

(D) **COMPREHENSIVE LOCAL SCHOOL PLAN** — The final local school plan resulting from the needs assessment process shall be submitted for approval to the Local educational agency. The report shall include:

- (i) a description of the comprehensive needs assessment process including participants;
- (ii) the identified needs and what and how the needs were identified including any explanation of the major causes;
- (iii) what were set as Priority Needs and the criteria used to determine such priorities;
- (iv) the Action Plan with the data and criteria used to arrive at the solution strategies;
- (v) any recommendations and requests for additional assessment tools, resources, information on strategies, or assistance;
- (vi) the school or community agency personnel responsible for oversight for each element of the Action Plan;
- (vi) determination of the comprehensive indicators of quality and improvement that will be included on the local school report cards; and
- (vii) a designated point of contact person, at the school, for parents and the public to report any complaints, concerns, or recommendations concerning the comprehensive needs assessment process or resulting plan.

Sec. 104. Local Educational Agency (LEA) Responsibility.

(A) **UNDERSTANDING.**—Congress understands that—

in order to set applicable measurable objectives for continuous school improvements and for judging access to learning opportunities, the choice of appropriate assessments, measurements, and other indicators of school quality and improvement must be decided at the local school level with the assistance, support, and supervision of the Local educational agency.

(B) **IN GENERAL.**—Local educational agencies receiving funds under this title shall, not later than 3 months after the beginning of the school year, have reviewed and made a determination as to the quality and anticipated effectiveness of the school plans submitted to them.

(1) The review and approval process for school plans will—

- (i) involve a representative(s) of the local governing board or other structure, teachers, teacher organizations, principals, and other school leaders, specialized instructional support personnel, parents, community partners, and others with relevant and demonstrated expertise in programs

and activities designed to meet the purpose of this title and the Local educational agencies goals;

- (ii) evaluate the plans' incorporation of scientifically researched strategies that address, strengthen, and improve the school in relationship to at least the seven areas specified in the Comprehensive Needs Assessment Process section 103 (A)(1) (a-g);
- (iii) gauge the likelihood of the plans' identified actions achieving the school improvement goals with the current resources;
- (iv) further assess and analyze barriers to success and deficits in resources (materials, personnel, staff learning opportunities); and
- (v) serve as the basis for the LEA comprehensive assessment and plan that will be submitted to the State.

(2) The Local educational agency may — request that a local school use additional academic assessments or any other academic indicators they deem appropriate and necessary.

(3) The Local educational agency shall not — finally disapprove in whole or in part any school improvement plan without first affording the school submitting the plan reasonable notice and opportunity for an advisory hearing and further assistance from the Local educational agency.

(C) LEA CONTINUOUS IMPROVEMENT PLAN. — The Local educational agency shall submit a comprehensive assessment of their districts needs and a plan for district-wide improvements based on their review and analysis of the plans submitted by the schools under their authority. The Local educational agency's plan shall —

- (i) address the fundamental teaching and learning needs in the schools of that agency, and the specific academic problems of low-achieving students;
- (ii) include scientifically researched strategies that target identified problems;
- (iii) include specific measurable achievement goals and targets for each of the groups of students identified in the disaggregated data;
- (iv) specify the assessments or indicator measurements the local schools are being required to use and additional ones they have chosen to monitor;
- (v) address the professional development needs of the instructional staff serving the agency specifically noting the requests made by the schools for which the district does not have the capacity to deliver;
- (vi) specify further responsibilities to be met by the Local educational agency in assisting in supporting their school's success;
- (vii) specify what assistance is requested to be provided by the State educational agency; and
- (viii) designate a district point of contact for parents and patrons to report any complaints, concerns, or recommendations that have not been sufficiently addressed by the local school and with whom the State educational agency may contact for clarification of complaints if they rise to the State level.

Sec. 105 Assurances from the Local Educational Agency.

Each Local educational agency plan shall provide assurances that the Local educational agency and the schools under their authority will—

- (1) participate, if selected, in academic assessments of 4th and 8th grade reading and mathematics under the National Assessment of Educational Progress (NAEP) with participation in other NAEP assessments as voluntary, except as designated under Priority School Improvement Grants;
- (2) inform parents of children selected to participate in NAEP, before the administration of the assessment, that their child may be excused from participating, are not required to complete the assessment or to answer any test question, and explain why NAEP is seen as providing important information for the nation;
- (3) inform schools of the authority and the ability to consolidate efforts with other schools within the LEA, or a local consortium of such schools, that have similar needs identified for afterschool or preschool programs;
- (4) provide technical assistance for local or state assessments, analysis of data, planning, or implementing plans as required or requested;
- (5) ensure that the local school and LEA plans, including results of the academic assessments required by the LEA or State, are made available to parents and the public, and the information contained in such plans shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and
- (6) prepare and disseminate an annual report card and ensure the local schools do the same.

PART B — Title I “Priority School” Improvement Grants

Sec. 106. Improving Title I “Priority Schools.”

(A) UNDERSTANDINGS. — Congress understands the following—

- (1) Under the No Child Left Behind Act of 2001, schools that had persistent cycles of underachievement were deemed to be failing to improve and were required to implement interventions that too many times did not result in significant long-lasting school improvements.
- (2) Under the Elementary and Secondary Education Act (ESEA) Waiver program, states were required to identify the lowest performing five percent of their schools as "Priority Schools."
- (3) All children in Title I Priority Schools are at-risk of being educationally deprived or underserved.

(4) Attention must be directed to both the nature of the content available and to the needs of particular learners, for example, gifted students may need an enriched curriculum while educationally disadvantaged students may require special curriculum materials, smaller classes, or individual tutoring.

(5) State’s strategies for ESEA Priority Schools and schools awarded School Improvement Grants (SIG) have produced mixed outcomes with some showing promising results that can be used to guide school improvements such as “school success teams.”

(6) The elements of effective school improvement strategies have been scientifically researched and established with agreement on the most critical ingredient for turning around struggling schools — having skilled leaders capable of leading, guiding and coordinating teams of teachers and other key stakeholders (Success Teams) in the complex school improvement process.

(B) IN GENERAL—

(1) For the purposes of Part B of the ESEA reauthorization of 2015, Priority Schools are those schools already identified as such under the ESEA Waivers and the 2015 Title I Part B School Improvement Grants will be awarded to all those school designated as such and who meet the requirements of Title I Part A and B and have Local educational agencies and State educational agencies who are in compliance with the stated assurances under Title I.

(2) Title I Part B funds are conditional use grants separate from and in addition to Title I Part A funds.

(C) FUNDING FOCUSES—Funding will be focused on what we know works to turn around struggling schools. Effective elements of school improvement include —

(i) effective parent and community involvement activities which provide bridges between parents, community-based organizations, and schools to improve communication, information sharing, services, and comprehensive supports for children;

(ii) effective principals with the knowledge, skills, motivation, and desire to improve schools and such principals are developed through experience and high-quality, targeted, intensive, and specific education and training;

(iii) establishing scientifically researched best practices in school conduct and discipline codes that foster a positive learning community by providing a continuum of interventions, supports, and strategies focused on prevention of problem behaviors; and

(iv) ensuring long-lasting school improvements through a focus on instructional improvements, appropriate monitoring of student progress at the local school, establishment of a continuous improvement process as a part of the normal functioning of the school, and coordination of out-of-school community supports for students.

(D) REQUIRED SUPPORTS.—

- (1) Congress understands that—“Priority School” staff members are already struggling to try to meet children’s educational needs. They need assistance and support.
- (2) To successfully establish elements of effective school improvements will require the following additional supports —
 - (i) parent and community outreach coordinator;
 - (ii) extensive continuing education and training for principals, other leaders, teachers, counselors, and parental education;
 - (iii) technical assistance in establishing best practices for school conduct and discipline as well as in fulfilling other aspects of the school’s comprehensive school improvement plan, and
 - (iv) additional analysis of issues and resources including risk factors in the school and community that are known to have an effect on the physical and mental health and well-being of youth in the school and community.

Sec. 107. Parent and Community Outreach Coordinators.

(A) PURPOSE—A Parent and Community Outreach Coordinator will be hired for the duration of this six-year grant to—

- (1) ensure family and community participation in the education of their children and that participation becomes an integral part of the school climate, culture, and decision-making processes in their schools and district;
- (2) enable principals, teachers, and counselors to fulfill their obligations while parents and community members work to complement and enrich the schools’ efforts to help all children fulfill their potential, prepare for graduation, and plan for their futures;
- (3) act as a liaison with other coordinators from federal, state, local, and private programs that serve the school and youth programs in the community in an effort to help ensure wise use of existing resources targeted at meeting identified needs;
- (4) work with the school to successfully implement their school improvement plan by assisting in dissemination of information concerning unmet student needs and effective practices and programs that would best fill those needs; and
- (5) coordinate efforts within the community to support the coordinators’ position after the federal funding ends.

(B) ESTABLISHMENT.—A school receiving assistance under this subpart shall establish —

- (1) a screening and hiring committee that consists of at least the principal, two parents of students enrolled at the school, a teacher and paraprofessional from the school, community partners, a district governing board member, and the

superintendent or designee to hire a Parent and Community Outreach Coordinator; and

(2) an evaluation committee, on an annual basis, to prepare and submit an evaluation to the Local educational agency, State education agency, and Secretary regarding the performance of the Parent and Community Outreach Coordinator based on the indicators of effectiveness.

(C) **EFFECTIVENESS.**—The evaluation committee shall work with the Local educational agency and the Parent and Community Outreach Coordinator to identify indicators of success related to the activities supported under this position, and to develop baseline data and evaluate progress on such indicators, which will include disaggregated data for—

- (1) student achievement including multiple assessment measures, classroom grades, and participation in programs and services for gifted and talented students as well as successful completion of Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high school courses;
- (2) student attendance rates;
- (3) graduation rates;
- (4) mobility rates;
- (5) dropout rates;
- (6) rate of detentions, suspensions, and expulsions;
- (7) postsecondary education attendance;
- (8) surveys addressing a school environment in which parents, community members, and all school visitors are greeted with respect and courtesy;
- (9) the degree of communication between schools and families, including personal interaction, school visits, home visits, telephone calls, and publications;
- (10) the degree of participation in parent-teacher conferences, open houses, family nights, and other school-based activities;
- (11) the degree of school-wide awareness and completion of home-school compacts; and
- (12) the frequency and attendance of ongoing workshops, training, and other events that provide families with tools to support their child’s learning at home and enable planning for postsecondary education experiences.

(D) **DUTIES of a PARENT AND COMMUNITY OUTREACH COORDINATOR.**

A Parent and Community Outreach Coordinator shall—

- (1) provide leadership in building relationships, bridging gaps, and facilitating the creation of partnerships among school staff, families, and community members;
- (2) provide support and resources—
 - (i) to increase participation of family and community members in the school; and
 - (ii) for community opportunities to support meeting all children’s learning needs outside the classroom, including those children meeting or exceeding academic achievement standards;
- (3) implement a family and parent involvement assessment at the school;

- (4) disseminate information that includes goals and suggestions on how to improve family and parental involvement in the school, with particular attention to the needs of low-income families and other disadvantaged groups;
- (4) develop an individual work plan that incorporates and expands upon the work done for the comprehensive school improvement plan including further identification of the community resources that will be brought into schools as well as a strategy for connecting students and families with resources available within the community;
- (5) establish and maintain consistent, effective, and timely communication;
- (6) work with the principal and school staff to establish an environment in which families feel safe, welcome, and free to voice their opinions;
- (7) act as an advocate and liaison to assist parents and school staff to resolve issues at the school and district levels;
- (8) work with other Federal, State, local, private partners, and schools of higher education to develop and implement activities, programs, and training aimed at assisting families to support student learning needs and postsecondary education planning;
- (9) create, organize, strengthen, and support a school parent council (which may include a school parent teacher association) that is representative of the school community;
- (10) work with the principal to engage parents in school-based decision-making bodies, including recruiting nontraditional parents and providing training and support to parents participating in such an entity;
- (11) as appropriate, participate in the school's school improvement process and development of school improvement plans;
- (12) take part in ongoing training and professional development, which may be provided by community-based organizations and other staff serving at the Local educational agency that serves the school;
- (13) demonstrate at all times the ability to relate to students as a caring adult; and
- (14) carry out other duties specifically related to the engagement of families and the community as designated by the principal.

Sec. 108. Improving Leadership, Instruction, and In-School Student Supports.

(A) UNDERSTANDING.— Congress understands that—

- (1) in order to take struggling schools through an effective improvement process requires that the Nation expand its school leadership capacity; and
- (2) a focus on immediate improvement of the effectiveness of leaders in Priority Schools is best met by training experienced principals who have the drive and desire to overcome the challenges and obstacles that exist in our lowest-performing public schools.

(B) IN GENERAL.— All schools receiving Title I Part B grants must —

(1) secure a contract with an experienced principal (current or new to the school) who is—

- (i) committed to serving in a Priority School;
- (ii) able to participate in a summer leadership education and training institute; and
- (iii) willing to actively engage the community to create a shared responsibility for student academic performance and successful citizen development.

(2) be willing to commit to other staff trainings (as described in Title II) in subsequent years of this six-year Priority School Improvement Grant.

(C) PRIORITY SCHOOL PRINCIPALS PROGRAM .—

(1) Year 1 Priority Training — The program will provide the Priority School principals with the knowledge and skills to —

- (a) better understand the importance of the comprehensive needs assessment process thereby enabling the principal to better lead that process;
- (b) work more effectively with students’ parents and other members of the community;
- (c) better select instruments of assessments, survey tools, and indicators that meet the needs of the school;
- (d) establish a learning community where the principal and teachers—
 - (i) share a school mission and goals with an explicit vision of quality teaching and learning that guides all instructional decisions;
 - (ii) are committed to improving student outcomes and performances;
 - (iii) set a continuous cycle of collective inquiry and improvement;
 - (iv) foster a culture of collaboration where the principle, teachers and other staff work together on a regular basis to analyze and improve teaching and learning; and
 - (v) support and share leadership within the school and community.
- (e) develop and maintain a positive and safe school culture;
- (f) assist teachers in developing behaviors that convey high expectations for student achievement; and
- (g) monitor and improve the alignment and effectiveness of curriculum, instruction, and assessment, using a variety of data providing evidence of student and school outcomes understanding that it is at the local school level where analysis and interventions can improve school quality.

(2) The priority for improving leadership, instruction, and in-school student supports for the remaining five years of the grant will be determined as described in Title II.

Sec. 109. Technical Assistance for Priority Schools.

(A) IN GENERAL.— For each school awarded a Title I Priority School Improvement Grant, the Local educational agency serving the school, in cooperation with the State educational agency, shall ensure the provision of technical assistance as the school develops and implements their comprehensive school plan, the instillation of a Parent and Community Outreach Coordinator, and will assist principals in their effort to put the knowledge and skills gained through the Priority School Principals Program into action in their schools.

(B) SPECIFIC ASSISTANCE.— Such technical assistance shall include—

- (i) support in gathering and analyzing data from assessments and other measures of school quality during the comprehensive needs assessment and during subsequent reviews;
- (ii) assistance in identifying and implementing professional development, instructional strategies, and methods of instruction that are based on scientific research and that have proven effective in addressing the specific instructional issues that contributed to the school being identified as a Priority School;
- (iii) giving preference to the professional development requests of Priority Schools by using already existing local and state professional development programs to meet their identified needs;
- (iv) assistance in analyzing and revising the school's budget so that the school's resources are more effectively allocated to the activities identified in the needs assessment;
- (v) coordinating the hiring and evaluation process and overseeing the implementation of the Parent and Community Outreach Coordinator position; and
- (vi) offering continued support and assistance to the Priority School principal as needs are further identified.

(C) SCIENTIFICALLY-BASED RESEARCH.— Technical assistance provided under this section by a Local educational agency or State educational agency to Priority Schools shall be founded on scientifically-based research which will be made widely available for use by all schools.

PART C – Responsibilities Under Title I

Sec. 110. Local Educational Agency (LEA) Responsibilities and Assurances for Priority Schools.

(A) IN GENERAL.— Any LEA with a Priority School receiving funds under this part shall meet all requirements under Title I Part A with the additional requirements of this section.

(B) UNDERSTANDING.— Congress understands the following —

- (1) The focus on test scores in math and language arts under the No Child Left Behind law (ESEA 2001) unintentionally led to a narrowed curriculum most

notably in schools already known to be struggling to provide a broad, challenging, high-quality curriculum.

- (2) The use of the National Assessment of Educational Progress (NAEP) has been shown to be a valid, reliable, and consistent indicator of achievement gaps using random sampling techniques.

(C) **ADDITIONAL ASSURANCE.** — If selected through its randomized sampling technique for periodic assessment, Priority Schools must participate in the National Assessment of Educational Progress (NAEP) assessments for science, writing, the arts, civics, economics, geography, and U.S. history in addition to math and language arts.

(D) **USE of FUNDS REPORT.** An eligible entity that receives a Title I Part B grant shall submit a biennial report (approximately mid-year and end of the school year), with the assistance of the LEA, to their State educational agency and the Secretary regarding activities conducted by such entity with funds received under this part. The report will also include—

- (i) findings from an outside review at least annually (Quality Review Team, or similar, as described in section 111 (D)(3) of this title);
- (ii) methods of assessments and the local indicators of success being used with results to date;
- (iii) results from student, parent, and educator satisfaction surveys that must include questions concerning leadership and the Parent and Community Outreach Coordinator;
- (iv) any complaints, concerns, or recommendations regarding the progress of the Priority School;
- (v) further identification of deficiencies in staff, resources, or any other factors contributing to problems identified in, or barriers to, the success of the strategies contained in the comprehensive plan;
- (vi) adjustments being made or proposed to the strategies in the comprehensive plan and why; and
- (vii) evidence of how the activities supported with funds under this part are being coordinated with other programs and activities carried out by the Local educational agency and their community.

(E) **RULES of CONSTRUCT.**—

(1) Nothing in this part shall be construed to prohibit a Local educational agency from serving the educational needs of school personnel from non-priority schools with similar educational needs simultaneously with staff and educators from Priority Schools.

(2) Nothing herein shall be deemed to preclude two or more Local educational agencies from entering into agreements, at their option, for carrying out jointly operated programs and projects under this title.

Sec. 111. State Responsibilities and Assurances for Title I Basic and Priority

School Improvement Grants.

(A) UNDERSTANDING. — Congress understands the following—

- (1) State educational agencies are responsible for ensuring that schools and districts are using federal funds in a manner consistent with the guiding principles and purposes of this title.
- (2) Results from School Improvement Grant recipients have demonstrated, and experiences in other arenas confirm, there is value in having outside reviewers make assessments and suggestions.

(B) STATE APPROVAL of LOCAL EDUCATIONAL AGENCY PLANS.—

- (1) **IN GENERAL.**—Each Local educational agency plan shall be filed according to a schedule established by the State educational agency in accordance with this title.
- (2) **APPROVAL.**—The State educational agency shall approve a Local educational agency’s plan only if the State educational agency determines that the Local educational agency’s plan—
 - (i) enables schools served under this title to substantially help children from low income families; and
 - (ii) meets all requirements of Title I Part A and if a designated Part B grantee has meet those additional requirements.
- (3) **DISAPPROVAL.**—The State educational agency shall not finally disapprove in whole or in part any application for funds under this title without first affording the Local educational agency submitting the application reasonable notice and opportunity for a hearing.

(C) STATE PLAN and REQUEST for FUNDS.

- (1) **STATE PLAN.**—Each state receiving funds under Title I must submit a plan to the Secretary that shall at a minimum include—
 - (i) a description of the criteria and schedule for review and approval of Local educational agency plans;
 - (ii) a description of the system and process for assessing that Local educational agencies are meeting their responsibilities;
 - (iii) a description of the process and criteria for identifying Local education agencies that would benefit from additional training and support in meeting the goals and purposes of this title;
 - (iv) a description of the State’s statewide system of technical assistance and support for Local education agencies and schools;
 - (v) clear statements of identified deficits in human or material resources that are barriers to improvement for the State and/or the Local educational agency or specific schools; and
 - (vi) assurances that the State educational agency will participate in the National Assessment of Educational Progress and produce an annual State report card that is concise and includes a narrative report of major goals,

actions, accomplishments, and an assessment of the obstacles the State faces in reaching its educational goals.

(2) REQUEST FOR FUNDS. —Each State participating in this title shall submit through its State educational agency to the Secretary of Education a request for funds, in such detail as the Secretary deems necessary, which provides satisfactory assurance—

(a) that payments under this title will be used only for programs and projects which have been approved by the Local and State educational agencies;

(b) that such fiscal control and fund accounting procedures will be adopted as may be necessary to assure proper disbursement of, and accounting for, federal funds paid to the State including such funds paid by the State to Local educational agencies; and

(c) that the State educational agency will make to the Secretary,

(i) periodic reports, required under this title, evaluating the effectiveness of payments under this title and of particular programs assisted under it in improving the educational attainment of disadvantaged and educationally deprived children, and

(ii) such other reports as may be reasonably necessary to enable the Secretary to perform the duties under this title (including such reports as he may require to determine the amounts which the Local educational agencies of that state are eligible to receive for any fiscal year along with evidence of resource equity for their schools), and assurance that such agency will keep such records and afford such access thereto as the Secretary may find necessary to assure the correctness and verification of such reports.

(D) STATE EDUCATIONAL AGENCY RESPONSIBILITIES.—The State educational agency shall—

(1) make technical assistance available to Local educational agencies that serve schools identified as in need of intervention and support in meeting their comprehensive plan goals including dissemination of information on scientifically researched best practices;

(2) work with Local educational agencies on providing measures and evaluations of equitable distribution of resources with regards to other economic factors such as cost of living indexes;

(3) employ use of a state-level team of examiners to evaluate the progress a school is making in relation to the school's comprehensive plan. If the state does not currently have a team in place, they may apply for assistance under Title V of this act. The State Quality Review Team (or similar existing structure) will—

- (i) visit schools receiving Title I funding at a frequency and time determined by the State Department of Education giving schools a reasonable time for implementation of their plan prior to evaluations;
 - (ii) have become familiar with the schools comprehensive plan for the purpose of assessing the prospect for improvement based on the schools' expectations;
 - (iii) be qualified and prepared to evaluate the effectiveness of the actions and activities the schools are carrying out under this title; and
 - (iv) report to the state their findings including identified barriers or continued lack of resources that could hinder the schools' success with their report becoming part of the State Report to the Secretary.
- (4) determine if a Local educational agency failed to carry out its responsibilities under this title, take such actions as the State educational agency determines to be appropriate and in compliance with state law to assist the Local educational agency and ensure that such Local educational agency is then carrying out its responsibilities;
- (5) inform Local educational agencies of schools identified as in need of intervention and support in a timely and easily accessible manner that is before the beginning of the school year; and
- (6) disseminate to the public, including teachers, principals and other school leaders, and parents, the results of the State review.

(E) DESCRIPTION OF ACCOUNTABILITY SYSTEM.—States accepting funds through this title shall submit a single, accurate state accounting of —

- (1) academic achievement on the required state assessments with data disaggregated,
- (2) high school graduation rates, including—
 - (i) the 4-year adjusted cohort graduation rate; and
 - (ii) at the State's discretion, the extended-year adjusted cohort graduation rate,
- (3) valid and reliable indicators of school quality, success, and student supports as determined appropriate by the State, which shall include measures of—
 - (i) student engagement, such as attendance rates and chronic absenteeism;
 - (ii) educator engagement, such as educator satisfaction (including working conditions within the school), teacher retention and mobility, and teacher absenteeism;
 - (iii) results from student, parent, and educator surveys;
 - (iv) school climate and safety, such as incidents of school violence, bullying, harassment, and disciplinary rates, including rates of suspension, expulsion, referrals to law enforcement, school-based arrests, disciplinary transfers (including placements in alternative schools), and student detentions;
 - (v) student access to or success in advanced coursework or educational programs or opportunities including Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high school courses;

- (vi) student readiness to enter postsecondary education without the need for postsecondary remediation; and
- (vii) any other state-determined measure of school quality or student success that they deem essential.

(F) ESTABLISH a SYSTEM for IDENTIFYING PRIORITY SCHOOLS.

(1) IN GENERAL.—Each state will continue to refine their system of identifying and meaningfully differentiating among all public schools in the State for purposes of prioritizing those schools most in need of support in their efforts to improve. The system shall—

- (i) provide a clear and understandable explanation of the method of identifying and meaningfully differentiating schools that are struggling to improve themselves;
- (ii) be based on all indicators in the state’s accountability system for all students and for each of the demographic categories of students;
- (iii) use the indicators described as substantial factors in the identification of schools; and
- (iv) have such a system, judged to be fair and reasonable, in place within 3 years from enactment of this law to allow sufficient time for preparing for the next round of Title I Priority School Improvement Grants.

(2) PRIORITY SCHOOL DESIGNATION.— Those schools identified as Priority Schools that are not receiving Title I funding are the responsibility of the State to assist and support in a school improvement effort. Opportunities for assistance through this Act are provided for non-Title I recipients under Titles II, III, and V.

(3) PERSISTENT PRIORITY STATUS.— Any school that persists as a Priority School requires intensive interventions to include, but not limited to—

- (i) an independent review of the policies, procedures, personnel decisions, and budgetary decisions of the Local educational agency;
- (ii) an independent financial and performance audit;
- (iii) corrective actions as the State educational agency determines to be appropriate and in compliance with state law;
- (iv) re-evaluation of the implementation of school intervention and support strategies by Local educational agencies;
- (v) use of the results of the re-evaluation to take appropriate steps to change or improve interventions or support strategies as necessary; and
- (vi) implementation of a scientifically researched intervention or support strategy designed by the state.

Sec. 112. Federal Responsibilities and Assurances for Title I.

(A) UNDERSTANDING.— Congress understands that the role of the Federal government in public education includes —

- (1) ensuring equal access to educational opportunities;
- (2) working in cooperation with State and Local educational agencies to supplement and compliment their efforts to improve the quality of all schools in our nation; and
- (3) encouraging the increased involvement of the public, parents, and students in Federal education programs that foster public oversight of their local schools.

(B) ASSESSMENT OF EQUITABLE RESOURCES.— Assurance of sufficient and reasonable educational opportunities requires assessment of resource equivalency on a national basis. The Secretary shall—

- (1) establish an assessment process to review state Title I grant applications with regards to assurances of funds being supplemental;
- (2) ensure assessments of equitable funding fairly judges states by taking into account such variables as cost of living differences;
- (3) work to identify states that need assistance with development of cost assessment methodologies and funding formulas to better identify and provide funds to students with the greatest needs; and
- (4) include all assessment findings and recommendations in a Secretary's National Report Card to the States that is concise, presented in an understandable format, includes a narrative concerning policies and practices found to be effective, and is widely accessible to the public and policy makers.

(C) APPROVALS and SETTING PRIORITIES FOR IMPROVING SCHOOLS.— The review process for all state applications for Title I funds, state plans, and reports of progress on school improvement efforts provides the opportunity to assess national educational needs and set national priorities. The Secretary shall—

- (1) establish a peer-review process to assist in the review of state applications, plans, and reports;
- (2) appoint individuals to the peer-review process who are representative of parents, teachers, State educational agencies, Local educational agencies, and who are familiar with educational indicators, the needs of disadvantaged students, low-performing schools, and other educational needs of students;
- (3) give feedback to the states within 45 days of submissions unless the Secretary determines that the application, plan, or report does not meet the requirements of this title;
- (4) not approve applications, plans, or reports that do not meet the requirements of this title and will then immediately notify the State of such determination and the reasons for such determination;
- (5) not decline to approve a State's application before—
 - (i) offering the State an opportunity to revise its application;
 - (ii) providing technical assistance in order to assist the State to meet the requirements; and
 - (iii) providing a hearing.
- (6) design a system of accounting for tracking states needs particularly related to this Titles' requirement for technical assistance, professional development, and

with relevance to coordinating school improvement efforts with other existing federal programs including all titles of this Act.

(D) ASSURANCES.—

(1) Peer reviewers shall conduct an objective review of state applications, plans, and reports in their totality and out of respect for state and local judgments, with the goal of supporting state- and local-led improvements and providing objective feedback on the technical and overall quality of a state's plan.

(2) All written communications, feedback, and notifications under this section shall be conducted in a manner that is transparent and immediately made available to the public through the website of the U.S. Department of Education and through various means at the State level.

(3) A point of contact person shall be designated by the Secretary for purposes of handling any complaints, concerns, or recommendations from the public concerning this Title.

(E) NATIONAL ADVISORY COUNCIL.— As recommended in the 1965 Elementary and Secondary Education Act —

(1) The President shall appoint a National Advisory Council on the Education of Disadvantaged Children for the purpose of reviewing the administration and operation of this title, including its effectiveness in improving the educational attainment of educationally deprived children, and making recommendations for the improvement of this title and its administration and operation. These recommendations shall take into consideration experience gained under this and other Federal educational programs for disadvantaged children and, to the extent appropriate, experience gained under other public and private educational programs for disadvantaged children.

(2) The Council shall be appointed by the President and shall consist of twelve persons. When requested by the President, the Secretary shall engage such technical assistance as may be required to carry out the functions of the Council, and the Secretary shall make available to the Council such secretarial, clerical, and other assistance and such pertinent data prepared by the Department of Education, as it may require to carry out such functions.

(3) The Council shall make an annual report of its findings and recommendations (including: recommendations for changes in the provisions of this title) to the President not later than June 31 of each calendar year beginning after the enactment of this title. The President shall transmit each such report to the Congress together with his comments and recommendations.

(F) SECRETARY'S REPORT CARD.— In addition to the Presidents' report on findings from the National Advisory Council on the Education of Disadvantaged Children, not later than July 31, 2017, and annually thereafter, the Secretary, acting through the

Director of the Institute of Education Sciences, shall transmit to the President, Congress, and the public a National Report Card on the status of elementary and secondary education in the United States. Such report shall —

- (i) be derived from existing information from State and local reporting requirements and data sources;
- (ii) analyze existing data from State reports required under this Act, the Individuals with Disabilities Education Act, and the Carl D. Perkins Career and Technical Education Act of 2006, and summarize major findings from such reports;
- (iii) analyze data from the National Assessment of Educational Progress;
- (iv) identify trends in student achievement and high school graduation rates (including 4-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates), by analyzing and reporting on the status and performance of students, disaggregated by achievement level and by each of the categories of students;
- (v) analyze data on Federal, State, and local expenditures on education, including per-pupil spending, teacher salaries, school level spending, and other financial data publicly available, and report on current trends and major findings; and
- (vi) analyze information on the education workforce including teachers, counselors, principals and other school leaders and staff, including education and training, retention and mobility, professional development needs, and anticipated education professional workforce shortages.

Sec. 113. Proposals for Appropriation of Funds.

(A) HISTORICAL LOOK AT APPROPRIATIONS.— Title I federal funds were allotted to Local educational agencies (by way of state agencies) through a simple formula of the number of children from low-income families multiplied by 50 percent of the state’s average per pupil expenditure. The formula was later changed to allow any state the option of using the national average per pupil expenditure in order to help level the playing field for children in poorer states. But, money designated by Congress to fund Title I has not fully met the appropriations requested by the title at the present level of 40 percent of a state’s per pupil spending.

Currently, four different funding formulas are used in distributing funds under the Elementary and Secondary Education Act.

The original focus of Title I funding was on children from low-income families. Usage of funds was to be based on meeting the educational needs of the children disadvantaged by poverty. The other titles of the Elementary and Secondary Education Act were designed to strengthen and improve the whole public education system to benefit the nation.

(B) UNDERSTANDING.— Congress understands the following —

Raising standards without ensuring adequate and equitable access to educational resources may, in fact, exacerbate achievement gaps and set children up for failure.

(C) PROPOSAL for TITLE I PART A BASIC FORMULA FUNDING.

Funds will be appropriated to Local educational agencies (through state agencies), for the purpose of carrying out Title I Part A, authorizing such sums as may be necessary for each of fiscal years 2016 through 2021 with amounts to be granted at 40 percent of per pupil spending with each state having the flexibility to request use of either the national average or their state average. These funds are designated as Title I Basic Grants for public school children from low-income families.

(D) PROPOSAL for TITLE I PART B PRIORITY SCHOOL IMPROVEMENT FUNDING.

(1) OBLIGATION.— Congress has an obligation to evaluate—

- (i) information on equitable funding gathered since their approval of the 2001 “No Child Left Behind (NCLB) Act”;
- (ii) information gathered during the NCLB waiver process that requested identification of the lowest performing five percent of schools in each state;
- (iii) information gathered from the School Improvement Grants on effective school improvement practices and their cost analysis; and
- (iv) set appropriation of funding sufficient to improvement efforts for the already identified “Priority Schools” to met the requirements of Title I Parts A and B therefor making every effort to serve the educational needs of educationally-deprived children.

(2) UNDERSTANDING.— Congress understands that—

To establish continuous improvement processes and elements of effective school improvement practices in the schools that have not been able to do so without extensive, long-term supports, the duration of these grants will be six-years.

(3) SUPPLEMENT NOT SUPPLANT.— Title I Part B are additional targeted funds to supplement not supplant any portion of Title I Part A funding.

(E) USE OF FUNDS.

(1) TARGETED FUNDING.— Use of funds under this title will be based on meeting the identified needs of children from low-income families based on the findings of a comprehensive needs assessment as a requirement for development of a comprehensive local plan as part of a school and district’s continuous improvement process.

(2) FLEXIBILITY.— In implementing the comprehensive plan, each Local educational agency shall have the flexibility to determine the activities, projects, and programs to be provided with funds made available under this title, that have been determined to be most likely to be effective in meeting the educational needs of children from low-income families.

(3) UNADDRESSED NEEDS.—Funds provided under this part shall be used to address the needs of children from low-income families that are not addressed by services already available from other Federal, non-Federal, or State programs already in existence.

(4) SUPPLEMENT NOT SUPPLANT.—Funds made available under this title shall be used to supplement, and not supplant, any other Federal, State, or local education funds. A Local educational agency may receive funds under this part only if the average expenditure per pupil of State and local funds in each school served under this part is at least 97 percent of the average expenditure per pupil of State and local funds across all schools that are not receiving funds under this part.

(5) RULE of CONSTRUCT. — Nothing in this part shall be construed to limit or discourage the allocation of State or local funds to schools served under this part in excess of 100 percent of the average per-pupil expenditure for schools not served under this part.

(F) HOLD HARMLESS.—For each of fiscal years 2016 through 2018, no State shall receive less than 90 percent of the State’s allocation under this title for the previous year.

(G) ADDITIONAL FUNDING for DISSEMINATION of INFORMATION

(1) UNDERSTANDING.— Congress understands that—

The use of scientifically-evaluated practices for school improvements required under this title necessitates easy access to reliable, relevant, high-quality information.

(2) PLEDGE.— Congress pledges to continue funding the WHAT WORKS national clearinghouse to allow free access to information that is of the highest quality. For purposes of this title, the following topics are essential to successful enactment of this title—

- (i) understanding the change process;
- (ii) the importance of leadership in school improvement;
- (iii) parent engagement and community organizing for school improvement;
- (iv) indicator systems for monitoring educational quality; and
- (v) assessment and data analysis.

Sec. 114. General Considerations.

(A) IN GENERAL.—A State educational agency or Local educational agency shall only include in its annual report card data that are sufficient to yield statistically reliable information, and that do not reveal personally identifiable information about an individual student, teacher, principal, or other school leader.

(B) STUDENT PRIVACY.—All states participating in this title must have a statewide data security plan that has been peer-reviewed, publically displayed, approved by the states legislature and governor, and notification has been given to all parents or guardians.

(C) ADMINISTRATIVE COSTS- A State educational agency that receives a grant award under this title may reserve not more than 5 percent of such grant funds for administration, evaluation, and technical assistance expenses.

(D) PROHIBITION.—Nothing in this title shall be construed to authorize the Secretary or any other officer or employee of the Federal Government to mandate, direct, or control any teacher, principal, or other school leader professional standards, certification, or licensing.

TITLE II — INCREASING EDUCATIONAL OPPORTUNITIES for EXPERIENCED EDUCATION PROFESSIONALS and STAFF

Sec. 201. Purpose.

(A) UNDERSTANDING.— Congress understands the following—

- (1) Developing the best methodologies and an efficient system for training, educating, and supporting effective education professionals and staff is fundamental to the national goal of a high-quality education for all individuals and a fair and equal opportunity to obtain that education.
- (2) The responsibilities of the federal government in education includes promoting improvements through research, the evaluation of that research, and the sharing of information as well as the coordination of existing federal programs.

(B) PURPOSES.— The purposes of this title are to —

- (1) bring together experts who are committed to dramatic and effective improvement of the nation’s schools and who can provide scientifically-researched input regarding the education and training of education professionals on the topics identified as priorities in our schools and needs within the nation’s educational workforce; and
- (2) authorize current Title II federal programs, our comprehensive regional technical assistance centers, and the regional educational laboratories to change their priorities to align with the continuing education priorities identified by schools’ comprehensive needs assessment process, and Local, State, and Federal educational agencies.

PART A — Meeting the Needs of Priority Schools

Sec. 202. National Education Priority Institute.

(A) UNDERSTANDING.— Congress understands the following—

- (1) With five percent of schools from every state participating in the effort to provide high-quality, targeted, intensive, and specific education and training to leaders of Priority Schools, the nation has identified an existing national educational need at a magnitude that is best accomplished through the use of our already existing national network of public education institutions and centers.
- (2) With approximately 83% of teachers teaching in the same school as they did the year before, the nation's effort to immediately improve instruction for children in classrooms today is best served by offering high-quality continuing educational opportunities to meet the expressed needs of existing education professionals.
- (3) With an estimated national average counselor-to-student ratio of 457:1 while the recommended caseload is 250:1, the nation obviously needs to become more responsive to the needs of our schools and our nation's students in a timely fashion.

(B) IN GENERAL.—

- (1) A National Education Priority Institute will serve as a mechanism for better coordination of programs, services, and dissemination of scientifically researched best practices with its priorities being determined as a result of the information submitted through all ESEA applications, required plans and reports, and data already being collected.
- (2) Because the Priority Institute will be responsive to the changing needs of existing education professionals, students, and school needs, its focus and curriculum will change as required from year to year.
- (3) All curricula developed for the Priority Institute will be open source professional development materials.

(C) FUNCTIONS.— The Priority Institute shall—

- (1) develop model curriculum for continuing education of education professionals and staff;
- (2) provide opportunities for the education and training required for continuous school improvement and improvement of the education professionals and staff serving our nation's students giving priority to those working in our lowest-performing schools;
- (3) evaluate attendee satisfaction with the instruction they received as well as an evaluation of data collected and analyzed by the Institute of Education Sciences;
- (4) provide a regional point of contact person available for consultation;
- (5) respect the requests of all stakeholders by being and remaining flexible as schools and their needs change;
- (6) be responsible for updating and refining the model curriculum based on results;

and

(7) ensure all studies and research on the Institute's work is made easily accessible.

(D) STRUCTURE.—

(1) UNDERSTANDING.— Congress understands that—

(a) With approximately 4,941 principals leading Priority Schools in this country, “the” Priority Institute must be structured initially as regional summer institutes.

(b) With our land-grant system of colleges and universities as well as other public institutions of higher learning, Regional Educational Laboratories, and Regional Comprehensive Centers, we have the capacity within our nation to serve the educational needs of those wishing to serve our lowest-performing schools.

(2) FIRST YEAR.— The Priority Institute Summer Programs will be a federal partnership program with public higher education institutions to provide a leadership training program through a competitive grant application process to offer a program, as described in Title I Part B Sec. 108 (C), to assist Priority School principals in successfully leading their school improvement teams to meet the requirements of ESEA Title I Priority School Grants.

(3) SUBSEQUENT YEARS.— The topics for the Priority Institutes will be determined by November of each year based on requests from the states and the partnership applications will be available shortly thereafter.

(E) SPECIAL CONSIDERATION.— Given the enormous disparity between what is a scientifically researched recommendation and what our nation's schools currently have as an average student-to-counselor ratio, the Secretary shall —

(1) immediately initiate an investigation into the causes of this disparity, specifically focusing on whether there is a lack of available qualified counselors or if school funding practices are the major contributor to the shortfall in school counselors;

(2) make the findings of the counselor shortage investigation known to the public; and

(3) make recommendations to the President and Congress as to how best to proceed in filling this important student service gap.

Sec. 203. Establishing the National Education Priority Institute.

(A) THE SECRETARY SHALL.—

(1) designate, within the Office of Elementary and Secondary Education, a manager to assist in administering, coordinating, implementing, and ensuring

- adequate evaluation of the effectiveness of programs and activities of the National Education Priority Institute;
- (2) bring together, in year 1, experts on the topics as outlined in Title I Part B Sec. 108 (C) to provide guidance in creating the criteria upon which to judge the quality of submissions for the Priority School Principals Program;
 - (3) give a competitive preference to eligible entities with a demonstrated capacity to train principals, in Year 1, to serve high-needs schools;
 - (4) use funds made available to award grants on a competitive basis, to between 12 and 20 public institutions of higher education or consortia, that are geographically distributed to most easily accommodate all attendees across the nation;
 - (5) bring together directors of the selected institutions to refine the summer institute curricula by exploring, determining, and recording the similarities and differences in the programs being planned;
 - (6) bring the directors back together upon completion of their programs, analysis of participant evaluations, and self-evaluations for their collective input on the quality and effectiveness of their programs; and
 - (7) each year, begin the grant selection process by bringing together experts with relevant experience in the national priority topic as determined under Title I, Sec. 112 (C).

(B) APPLICATION.— An eligible entity desiring a grant under this section shall —

- (1) submit to the Secretary an application at such time, in such manner, and containing such information as the Secretary may require; and
- (2) where practical, should work with and receive support and assistance from the Comprehensive Regional Technical Assistance Centers and the Regional Educational Laboratories.

(C) RULE OF CONSTRUCT.— Nothing in this section shall be construed to prohibit an institute from serving non-Priority School staff simultaneously with staff with similar educational needs in the same educational settings, where appropriate.

(D) USE OF FUNDS.— Grants awarded under this section may be used for—

- (1) salaries and wages (professional stipends and clerical) for the development and planning of the program;
- (2) program costs;
- (3) participants travel expenses and stipends; and
- (4) instructional materials.

(E) INSTITUTE EVALUATIONS. — The Director of the Institute of Education Sciences shall —

(1) support assessment of the effectiveness of the programs and activities carried out by each grantee;

(2) assess how the programs and activities carried out by each such eligible entity or qualified partnership can be replicated to meet the unique needs of other schools and the professional development needs of the States; and

(3) assess how such programs and activities contributed to education professional's and staff's capacity and ability to improve their schools.

(F) **DISSEMINATION.**— Based on the results of the programs evaluation as well as feedback and reporting of data from the Priority Schools, the Secretary shall —

(1) disseminate information and analysis to the public, including information regarding the best practices in professional development to support principals and other education professionals;

(2) give guidance to future institution hosts as to the major steps that the grantees took in preparing for the summer Priority Institute program, any significant difficulties that were encountered, and the rewards gained; and

(3) report to the Committee on Education and Labor of the House of Representatives and the Committee on Health, Education, Labor and Pensions of the Senate a summary of all findings along with recommendations from the Secretary.

Sec. 204. Proposal for Appropriations for Title II Part A.

(A) **UNDERSTANDING.**— Congress understands that—

To ensure high-quality education professionals in every classroom in every school requires ensuring continuing improvement of all existing education professionals by ensuring high-quality learning opportunities that meet their specific needs.

(B) **REQUEST.**— For the purpose of carrying out this Act, Congress will fully fund the costs associated with establishing and operating the National Education Priority Institute.

PART B—Meeting the Needs of the Nation

Sec. 205. High-Needs Service Scholarships.

(A) **UNDERSTANDING.**— Congress understands the following—

(1) There are well-documented regional and national educational workforce shortages particularly in—

(i) rural areas,

- (ii) high-needs schools,
- (iii) high-demand subjects like math and science,
- (iv) special education,
- (v) early childhood, and
- (vi) “specialized instructional support personnel” meaning school counselors, school social workers, school psychologists and other qualified professional personnel providing other necessary corrective or supportive student services.

(2) To properly fill many of the specific needs the nation faces with appropriately trained and educated individuals would require educators and other qualified individuals seeking specialty or advanced certification to engage in full-time study, which very few can afford to do without assistance.

(B) PURPOSES.— The purposes of this part are to —

- (1) promote professional and career growth for those education professionals and staff willing to expand their expertise while filling a need in an underserved geographical area, educational field, or high-needs school;
- (2) encourage collaboration and cooperation among State educational agencies, public institutions of higher education, and the Office of Elementary and Secondary Education to successfully execute mutually beneficial partnership grants; and
- (3) develop a more responsive, effective, and efficient public support system for meeting the professional staffing needs of the nation’s schools.

(C) PRIORITIZATION of TITLE II GRANTS.— Upon authorization of this Act, the Secretary shall—

- (1) work with the Office of Postsecondary Education and the Institute of Education Sciences to prioritize the education service scholarships and determine trends in geographical needs;
- (2) develop a comprehensive strategy that identifies the full range of potential educational opportunities and related services to be provided to assist in filling the educational workforce needs of the country as currently identified;
- (3) develop an overview of the way in which federal support, through the Comprehensive Regional Technical Assistance Centers and Regional Educational Laboratories research, will be integrated with state and local continuing education and professional development plans;
- (4) develop a plan through which services are to be delivered and coordinated across the country and regions; and
- (5) identify the Title II programs or funding sources to be consolidated.

(D) HIGH-NEEDS SERVICE SCHOLARSHIP GRANTS.— The Secretary is authorized to establish and carry out partnership grant agreements with the understandings that—

(1) in order to strengthen the nation’s elementary and secondary schools, we must strengthen the public universities and colleges that supply the vast majority of our education professionals;

(2) partnerships under this part will be limited to public institutions of higher learning with existing high-quality programs in the prioritized fields of study;

(3) each partnering college or university enters into this partnership with an understanding from their State educational agency that this program is a cost sharing grant which is to be used to supplement not supplant any similar existing state programs; and

(4) the final beneficiaries of this process will be receiving full-tuition scholarships under an agreement with the State educational agencies within which they will be agreeing to work under mutually agreed upon terms.

(E) ANALYSIS.— At the end of the first year, an independent panel shall review and evaluate all aspects of this granting process, in cooperation with the Institute of Education Sciences, and report all findings and recommendations for improvement of the program to the Secretary, the Committee on Education and Labor of the House of Representatives, and the Committee on Health, Education, Labor and Pensions of the Senate.

Sec. 206. Improving the Quality of Learning Opportunities for All School Staff

(A) UNDERSTANDING.— Congress understands the following—

(1) The continuing education of teachers and staff is best accomplished by providing quality, relevant learning opportunities that meet their individual and specific needs based on the identified needs of the school, district, and state.

(2) Federal support can improve the effort to provide equal access to quality learning opportunities for all school personnel through its already existing facilities designed for research, development, and dissemination of research findings.

(B) PURPOSES.— The Office of Elementary and Secondary Education shall coordinate the work to—

(1) promote professional and career growth for all education professionals and staff by developing scientifically researched open source guidelines of best practices for use in developing high-quality continuing education programs ;

(2) encourage collaboration and cooperation among State educational agencies and institutions of higher education to successfully execute mutually beneficial partnership grants for high-quality professional development and continuing education opportunities; and

(3) develop a more responsive, effective, and efficient public system of supports for meeting the continuing need for learning opportunities for all school staff in the nation’s schools.

(C) SECRETARY’S DUTY.— The Secretary shall—

- (1) establish a Quality Learning Assurance advisory panel to identify scientifically valid practices in professional development and continuing education that support teachers and staff learning and improve their use of new knowledge and skills in classrooms and schools;
- (2) set and distribute national recommendations on the ideal parameters by which local, state, and public institutions of higher learning should be developing and judging the quality of professional development or continuing education programs;
- (3) develop and disseminate the criteria that will be accepted as a high standard of practice for professional development or continuing education and by which all federal grants of this nature will be judged;
- (4) provide technical assistance from within the Office of Elementary and Secondary Education to State educational agencies in meeting any new requirement of best practices when applying for professional development or continuing education grants under this title;
- (5) assist state and federal policymakers in setting budgets by providing guidance on cost estimates for high-quality professional development; and
- (6) ensure that all professional development or continuing education grants awarded through this act have been evaluated based on the findings of the panel and the recommendations by the Office of the Secretary and approved by the President.

(D) SPECIAL RULE- During the development of the high standards by which this nation will judge professional development and continuing education strategies and activities described in this section, the Secretary shall proceed with providing funds allocated under this title to fulfill the purposes of this title but will put on hold any other Title II grants until what time the Quality Learning Assurance panel, the Secretary, and the President are confident in their recommendations.

Sec. 207 Recruitment Campaign

(A) UNDERSTANDING.— Congress understands the following —

- (1) There will always be a need for recruitment of candidates for school leadership positions, teachers, counselors, and other specialized instructional support personnel.
- (2) Ultimately, school recruitment is best done through local adult education facilities and the K-12 education system in cooperation with parents.
- (3) Recruitment for education professionals and staff can be supported at the federal level by making information about opportunities readily accessible.

(B) INFORMATION CAMPAIGN.— The Secretary is authorized to establish and carry out a national public service recruitment campaign targeted at the identified high-needs fields, locations, and positions by providing information, including scholarship opportunities, in multiple forms in various strategic locations.

Sec. 208. Appropriation of Funding for Title II Part B

IN GENERAL.— PROPOSAL FOR FUNDING— HOLD HARMLESS— FISCAL YEARS 2016 THROUGH 2021.— Funding in full for Title II Part B grants is necessary to providing equal access to quality educational opportunities for all students through a combination of high-needs service scholarships, improved learning opportunities for all existing school staff, and recruitment efforts. Funding under Title II Part B must reflect a balance of our priorities with respect to the Nation’s educational needs.

TITLE III—SCHOOL AND COMMUNITY SUPPLEMENTAL RESOURCES AND SERVICES

Sec. 301. Understandings and Purposes.

(A) UNDERSTANDING OF NEED FOR SUPPORTS.— Congress—

- (1) recognizes that by offering access to educational materials a library provides invaluable human and material community resources;
- (2) acknowledges that in low-income communities, particularly in low-income states, federal aid for supplementary educational services may be required to provide student supports not currently offered but deemed vital to educational improvement; and
- (3) accepts the responsibility to provide aid where it has been demonstrated that high-poverty rates and chronically low-performing schools exist.

(B) PURPOSES.— The purposes of this title include—

- (1) assisting states in improving their assessments of those communities in greatest need of federal aid basing such evaluations on a variety of indicators including the justice system statistics on the school-to-prison pipeline;
- (2) improving the coordination of federal, state, local, and other existing programs that support students and families in a way that best utilizes community talents and resources to substantially increase educational opportunities; and
- (3) providing aid to supplement, not supplant, community efforts to support the youth in their communities.

Sec. 302. Use of Funds.

(A) DETERMINATION.— Use of funds will be determined based upon findings from the school and community needs assessment process and a demonstrated lack of existing resources to meet those needs.

(B) AUTHORIZED ACTIVITIES.— Funds granted under this title will be used to provide support materials and/or establish, maintain, and operate programs designed to enrich the programs of local elementary and secondary schools and to offer a diverse range of educational experiences to persons of varying talents and needs by providing supplementary educational services and activities to meet identified student and family needs such as—

(1) comprehensive guidance and counseling, mentorship programs, remedial instruction, and school health, physical education, recreation, psychological, and social work services designed to enable and encourage persons to enter, remain in, or reenter educational programs, including the provision of special educational programs and study areas during periods when schools are not regularly in session;

(2) comprehensive academic services and, where appropriate, vocational guidance and counseling, for continuing adult education including family literacy services;

(3) developing and conducting exemplary educational programs, including dual-enrollment programs, for the purpose of stimulating the adoption of improved or new educational programs in the schools of the State;

(4) specialized instruction and equipment for students interested in studying advanced scientific subjects, foreign languages, and other academic subjects which are not taught in the local schools or which can be provided more effectively on a centralized basis, or for persons who are handicapped or of preschool age;

(5) making available modern educational equipment and specially qualified personnel, including artists and musicians, on a temporary basis to public and other nonprofit schools, organizations, and institutions;

(6) developing, producing, and transmitting radio and television programs for classroom and other educational use;

(7) providing special educational and related services for persons who are in or from rural areas or who are or have been otherwise isolated from normal educational opportunities, including, where appropriate, the provision of mobile educational services and equipment, special home study courses, radio, television, and related forms of instruction, and visiting teachers programs; and

(8) other specially designed educational programs which meet the purposes of this Act.

Sec. 303. State Responsibility and Local Assurances.

(A) NEEDS ASSESSMENT PROCESS.— All communities wishing to receive federal aid under this title must have, as a minimum, completed a comprehensive needs

assessment in all schools in the community involved in the aid package and submitted their findings, plans, and requests to the state as outlined in Title I, Section 103.

- (1) State Educational Agency (SEA) Responsibility.— The SEA shall—
- (i) assess the equity of resources in its districts;
 - (ii) establish the communities that are priorities;
 - (iii) review community resources for overlooked or overlapping programs, grants, or cooperative efforts with existing non-profits and civic organizations that could be better utilized;
 - (iv) establish the project or material aid priorities based on the needs assessment and local stakeholder inputs; and
 - (v) work cooperatively with these communities to secure a federal grant through this title to provide aid deemed essential to offering the needed quality learning supports.

- (2) Local Assurances.— Local recipients will ensure —
- (i) utilization of aid to substantially increase the educational opportunities identified as lacking;
 - (ii) the educational activities and services provided under this title are supplementary and complimentary to existing school and community educational programs; and
 - (iii) indicators of progress in providing learning opportunities determined through the school and community needs assessments will be used to monitor effectiveness of the activities and services provided under this grant and reports of such indicators of improvement will be submitted upon request to State and Federal officials.

(B) STATE PLAN.— Any community which desires to receive grants under this title shall submit a plan to their SEA who will in turn submit to the Secretary a State plan, in such detail as the Secretary deems necessary, which—

- (1) designates a State agency which shall, either directly or through arrangements with other State or local public agencies, act as the sole agency for administration of the State plan;
- (2) sets forth a program under which funds paid to the State will be expended solely for the designated purposes of the State plan;
- (3) sets forth policies and procedures designed to assure that Federal funds made available under this title for any fiscal year will be so used as to supplement;
- (4) sets forth such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement of, and accounting for, Federal funds paid to the State (including any such funds paid by the State to any other public agency) under this title; and
- (5) provides for making such reports, in such form and containing such

information, as the Secretary may reasonably require to carry out the functions under this Act, and for keeping such records and for affording such access thereto as the Secretary may find necessary to assure the correctness and verification of such reports.

Sec. 304. Federal Approval and Oversight.

(A) APPLICATIONS.— Applications for grants under this title may be approved by the Secretary only if—

- (1) the application meets the requirements set forth in this act and title; and
- (2) the materials, programs, projects, or services set forth in the application are consistent with criteria established by the Secretary for the purpose of achieving an equitable distribution of assistance under this title within each State.

(B) OVERSIGHT.— The Secretary shall—

- (1) not finally disapprove any State plan submitted under this title, or any modification thereof, without first affording the State agency administering the plan reasonable notice and opportunity for a hearing; and
- (2) whenever the Secretary finds—
 - (i) that the State plan has been so changed that it no longer complies with this title, or
 - (ii) that in the administration of the plan there is a failure to comply substantially with any such provisions, the Secretary shall notify such State agency that the State will not be regarded as eligible to participate in the program under this title until the Secretary is satisfied that there is no longer any such failure to comply.

(C) MONITORING OF EFFECTIVENESS.— The effectiveness of additional resources, programs, projects, and services will be determined using the same assessments, indicators, recommended parameters for best practices, and other measures that were used to assess the need for federal aid under this Act and Title.

Sec. 305. Proposal for Appropriations.

- (A) PAYMENTS TO STATES will be dependent on appropriations set by Congress.
- (B) DURATION OF GRANTS will vary based on the State plan and the national priorities.
- (C) AMOUNTS PER AWARD will fluctuate based on needs, funding allotments, and variations between one time purchases and ongoing programs up to a five-year duration.

TITLE IV — EDUCATIONAL RESEARCH AND DISSEMINATION OF INFORMATION

Sec. 401. Understandings and Purpose.

(A) UNDERSTANDINGS.— Congress understands that—

(1) fulfillment of the expectations for school improvement set by the Elementary and Secondary Education Act are dependent upon scientifically researched findings of the best practices in education, knowledge of the ideal recommendations for staffing and equipping schools, and the ability of people to put research into practice; and

(2) a primary function of the Department of Education is to promote improvements through research, analysis, and effectively sharing information.

(B) PURPOSE.— The purpose of this Title is to enable the Department of Education to more effectively accomplish its purposes and to perform the duties for which it was originally established as well as successful enactment of this Act.

Sec. 402. Accounting for Quality Research.

(A) ESTABLISHMENT OF PERFORMANCE INDICATORS.— The Secretary, acting through the Director of the Institute of Education Sciences, shall establish performance indicators to evaluate the effectiveness of the activities carried out under this Act.

(B) RESEARCH AND DISSEMINATION OF INFORMATION

(1) The Secretary of Education is authorized to make grants to public universities and colleges for research, surveys, and demonstrations in the field of education and for the dissemination of information derived from educational research including but not limited to information concerning promising educational practices developed under programs carried out under the Elementary and Secondary Education Act and to provide by contracts or jointly financed cooperative arrangements with them for the conduct of such activities; except that no such grant may be made to a private agencies, organizations, or institutions.

(2) No grant shall be made or contract or jointly financed cooperative arrangement entered into under this subsection until the Secretary has obtained the advice and recommendations of a panel of specialists who are not employees of the Federal Government and who are competent to evaluate the proposals as to the soundness of their design, the possibilities of securing productive results, the adequacy of resources to conduct the proposed research, surveys, or demonstrations, and their relationship to other similar educational research or

dissemination programs already completed or in progress.

(3) The Secretary is authorized to make grants to public universities and colleges to assist them in providing training in educational research including the development and strengthening of staff training and curricular improvement for such training. Grants under this subsection may, when so authorized by the Secretary, also be used by such grantees —

(i) in establishing and maintaining research traineeships, internships, personnel exchanges, and pre-and post-doctoral fellowships, and for stipends and allowances (including traveling and subsistence expenses) for fellows and others undergoing training and their dependents not in excess of such maximum amounts as may be prescribed by the Secretary, or

(ii), where the grantee is a State educational agency, in providing for such traineeships, internships, personnel exchanges, and fellowships either directly or through arrangements with public or other nonprofit institutions or organizations. No grant shall be made under this subsection for training in sectarian instruction or, for work to be done in an institution, or a department or branch of an institution, whose program is specifically for the education of students to prepare them to become ministers of religion or to enter upon some other religious vocation or to prepare them to teach theological subjects.

(C) REGIONAL EDUCATIONAL LABORATORIES

(1) PURPOSES.— Our regional educational laboratories exist—

(i) to provide technical assistance and serve as a national resource for public access to scientifically researched best practices in education; and

(ii) to assist in the strategic research and development of educational practices and improvement processes to meet the needs of the nation's chronically low-performing schools, other regional concerns brought to the attention of the Secretary during the comprehensive needs assessment processes, and national educational priorities as determined by the Secretary, while still respecting each laboratories existing area of expertise.

(2) COORDINATION.— To ensure coordination of research efforts and prevent unnecessary duplication of activities among the regions and under this title, the Secretary shall—

(i) require all public institutions of higher learning receiving a grant under this title be assigned an associate within their regional educational laboratory or, where appropriate, with a laboratory with a corresponding area of expertise; and

(ii) ensure information about the activities of each regional educational laboratory is shared with, at a minimum, all public institutions of higher learning within the region.

(3) COLLABORATION.— The Regional Educational Laboratory Director shall—

(i) ensure each such regional educational laboratory establishes strong partnerships among practitioners, policymakers, researchers, and others; and

(ii) regularly exchanges information with the Regional Comprehensive Centers in the region in which the center is located, and with Regional Comprehensive Centers located outside of its region, as appropriate.

(4) COOPERATIVE FEDERAL, STATE, AND REGIONAL RESEARCH.— In establishing cooperative agreements under this section, the Secretary shall—

(i) facilitate jointly funded programs with universities, colleges, and State educational agencies in order to fulfill the implementation needs of this Act;

(ii) make such commitments for not more than a 5-year period;

(iii) ensure timely communications of findings to the Regional Comprehensive Centers in order to best serve their function of technical assistance to the states for fulfillment of this Act; and

(ii) through sharing the results of the research gathered since the 2001 reauthorization of ESEA, ensure we use the knowledge gained to increase the relevance and usefulness of research going forward in fulfilling the purposes of this Act.

Sec. 403. Federal Activities.

(A) IN GENERAL.—The Secretary is authorized—

(1) to collect and assess the State and local data on the effectiveness of the programs assisted under this Act by coordinating the participation in the assessment process of a wide variety of education experts and stakeholders from within our existing public education system;

(2) to continue improving the national clearinghouse of information, with input and evaluations from institutes of higher education and other experts, on effective school improvement practices, policies, and programs deemed appropriately researched and therefor ready for dissemination to State educational agencies, local educational agencies, and schools;

(3) to establish and consult with working groups that shall—

(i) evaluate the effectiveness and the cost-effectiveness of various

programs and approaches used to address educational issues of priority to the Nation; and

(ii) serve as a non-Federal evaluator for examining Federal programs, particularly under this Act but not limited to them, that may have a positive impact on school improvement and the quality of education; and

(4) to enter into contracts or jointly financed cooperative arrangements with public universities and colleges and State educational agencies for the conduct of research, surveys, and demonstrations in the field of education pertinent to the purposes of the Department and this Act.

(B) The Secretary shall transmit to the Congress, the president, and the public annually a report concerning the research, surveys, and demonstrations initiated under this Act, the recommendations made by research specialists and any action taken with respect to such recommendations.

Sec. 404. Proposal for Appropriations.

Appropriations shall be made annually, to the Department of Education, such sums as the Congress determines to be necessary to carry out the purposes of this title.

Sec. 405. Rules of Construct.

Nothing in this title shall be construed to prohibit a public institution of higher learning, comprehensive center, or regional educational laboratory from providing access to demonstrations, seminars, or other information-sharing activities to private entities simultaneously with public entities with similar educational needs, where contractual arrangements have been approved.

All public research findings will be made freely and easily accessible.

TITLE V — GRANTS TO STRENGTHEN STATE DEPARTMENTS OF EDUCATION

Sec. 501. Understandings and Purpose.

(A) UNDERSTANDING.— Congress understands that—

- (1) public education is a state and local responsibility with an historically demonstrated need for national monitoring and support; and
- (2) each State can only meet its responsibility of ensure equal access to excellent education through a strong and responsive State department of education.

(B) PURPOSE.— The purpose of this title is to stimulate and assist in strengthening the leadership resources of State educational agencies to assist them in identifying educational problems, issues, and needs in the State.

Sec. 502. Improving State Response to Educational Needs.

(A) APPLICATION for FUNDS.—

A State educational agency may receive a Title V Grant, for any fiscal year, only upon application therefor approved by the Secretary. This title establishes—

(1) that payments under this title will be used for programs and projects designed to strengthen the capacity of State educational agencies in identifying educational problems, issues, and needs in the State with priority given to those activities that focus on meeting the special educational needs of children from low-income families or educationally deprived children;

(2) that effective procedures, including provision for appropriate objective measurements of equitable opportunity, will be adopted for evaluating at least annually the effectiveness of the programs in meeting the purposes of this title;

(3) that the State educational agency will make an annual report and such other reports to the Secretary, in such form and containing such information, as may be reasonably necessary to enable the Secretary to perform the duties under this title; and

(4) that effective procedures will be adopted for acquiring and disseminating to State educational agencies and the public significant information derived from the projects and programs granted under this title.

(B) AUTHORIZED ACTIVITIES.—From the amount apportioned to any State for any fiscal year under this title the Secretary may, upon approval of an application, make a grant to the State educational agency for the planning of, and for programs for, the development, improvement, or expansion of activities promoting the purposes set forth in this Act and more particularly described in such application and for which such application is approved, such as—

(1) educational planning on a statewide basis, including the identification of educational problems, issues, and needs in the State and the evaluation on a periodic or continuing basis of education programs in the State;

(2) providing support or services for the comprehensive and compatible recording, collecting, processing, analyzing, interpreting, storing, retrieving, and reporting of State and local educational data;

(3) dissemination or support for the dissemination of information relating to the condition, progress, and needs of education in the State;

(4) programs for conducting, sponsoring, or cooperating in educational research and demonstration programs and projects such as those required by this Act including;

- (i) establishing and maintaining a comprehensive needs assessment process and assessing the quality of that process,
- (ii) selecting appropriate measures and indicators to fit the needs of local schools for monitoring local progress towards goals, and
- (iii) developing oversight through financial and performance audits;

(5) publication and distribution, or support for the publication and distribution, of effective practices in identifying and addressing the seven areas required in the needs assessments under Title I section 103 (A)(1)(a-g);

(6) programs to improve the quality of leader, teacher, and counselor preparation in cooperation with institutions of higher education and local educational agencies;

(7) studies or support for studies concerning the financing of public education in the State;

(8) support for statewide programs designed to measure the educational opportunities, achievement of pupils, quality of leadership and other school personnel preparation and continuing education;

(9) training and otherwise developing the competency of individuals who serve State or Local educational agencies and provide leadership, administrative, or specialist services throughout the State, or throughout the area served by a Local educational agency, through the initiation, improvement, and expansion of activities such as;

- (i) training Parent and Community Outreach Coordinators,
- (ii) implementing State Quality Review Teams, and
- (iii) supporting the establishment of School Support Teams; and

(10) providing Local educational agencies and the schools of those agencies with consultative and technical assistance and services relating to academic subjects and to particular aspects of education such as the education of the handicapped, school building design and utilization, school social work, the utilization of modern instructional materials and equipment, transportation, educational administrative procedures, and school health, physical education, and recreation.

(C) STATE APPLICATIONS.—

(1) IN GENERAL.—For a State to be eligible to receive a grant under this part, the State educational agency shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may reasonably require.

(2) THE SECRETARY SHALL not finally disapprove any application submitted, or any modification therefor, without first affording the State educational agency submitting the application reasonable notice and opportunity for a hearing.

(D) APPLICATIONS FOR TITLE V STATE GRANTS FROM APPORTIONED FUNDS.— An application for a grant under Title V may be approved by the Secretary only upon determination that—

(1) each of the proposed projects, programs, and activities for which it is approved meets the requirements of this title and will make a significant contribution to strengthening the leadership resources of the applicant or its ability to participate effectively in meeting the educational needs of the State;

(2) the application contains or is supported by adequate assurance that Federal funds made available under the approved application will be so used as to supplement, and to the extent practical, increase the amounts of State funds that would in the absence of such Federal funds be made available for projects and activities which meet the requirements of this title;

(3) the application sets forth such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement of, and accounting for, Federal funds paid to the State (including any such funds paid by the State to agencies, institutions, or organizations) under this title;

(4) the application provides for making such reports, in such form and containing such information, as the Secretary may require to carry out this title, and for keeping such records and for affording such access thereto as the Secretary may find necessary to assure the correctness and verification of such reports; and

(5) the State and its requested project or program meets the criteria set as a national priority in meeting unmet educational needs and does not supplant nor duplicate already existing projects or programs.

(E) SPECIAL PROJECT GRANTS.— When a national need is demonstrated, the Secretary shall make grants to State educational agencies to pay part of the cost of experimental projects for developing State leadership or for the establishment of special services which, in the judgment of the Secretary, hold promise of making a substantial contribution to the solution of problems common to the State educational agencies of all or several States.

(F) SPECIAL CONSIDERATION FOR STATE QUALITY REVIEW TEAMS

(1) DEFINITION.— A State Quality Review Team serves as an evaluation and school improvement tool that is independent of the school self-evaluation processes.

(2) COMPOSITION.— Each State Quality Review Team established under this

title shall be composed of persons knowledgeable about scientifically based research and practice on teaching and learning and about successful schoolwide projects, school reform, and improving educational opportunities for low-achieving students which may include but are not limited to—

- (i) highly qualified or distinguished teachers or principals;
- (ii) parents;
- (iv) representatives of institutions of higher education;
- (v) representatives of regional educational laboratories or comprehensive regional technical assistance centers;
- (vi) representatives of outside consultant groups; and
- (vii) other individuals as the State educational agency, in consultation with the local educational agency, may determine appropriate.

(3) FUNCTIONS.—Each State Quality Review Team assigned to review a school shall—

- (i) review and analyze all facets of the school’s operation, including the design and operation of the instructional program and the school improvement needs assessments and plan; and
- (ii) evaluate and make findings and recommendations to the school, the local educational agency, and, the State educational agency.

(4) ASSESSING THE NATIONAL NEED.— The Secretary shall survey all State Departments of Education to assess the existing use of and perceived need for State Quality Review Teams to assess and support the lowest-performing schools in the nation as they proceed with implementation of improvement processes under this Act.

(5) GRANTS.— Based on the results of the Secretary’s survey of need for State Quality Review Teams, programs will be developed and grants awarded to fill the need for this State support for school improvement.

Sec. 503. Federal Responsibilities.

(A) UNDERSTANDINGS.— Congress understands that—

- (1) the nation goal of offering equal opportunity cannot be accomplished without an appraisal of the entire range of educational problems; and
- (2) selective application of Federal aid is best aimed at strengthening the independence of existing school systems so support them in meeting their most urgent education problems and objectives.

(B) THE SECRETARY SHALL.—

- (1) conduct a survey and make a report to the President and Congress, within two years of the enactment of this title, concerning the lack of availability of equal educational opportunities for individuals across the nation;
- (2) develop a system for monitoring indicators of progress toward equal educational opportunity;
- (3) provide adequate, accurate, easily accessible public reports for use by the public;
- (4) ensure technical assistance is available to all State educational agencies regarding effective methods of identifying educational problems, issues, and needs including
 - (i) evaluating fair and equitable funding mechanisms, and
 - (ii) financial auditing practices and reporting;
- (5) initiate an investigative panel to identify and evaluate the reliability of and recommended uses for the various opportunity-to-learn measures and indicators;
- (6) arrange, through grants or contracts, with institutions of higher education for the operation of short-term or regular session institutes for special training designed to improve the ability of State educational agency personnel to respond effectively to special educational problems;
- (7) develop and implement random quality reviews of the needs assessment processes including verification of public participation in the process; and
- (8) ensure that programs initiated under this title have addressed the priorities of this Act while improving the coordination already existing relevant federal education programs.

(C) PERIODIC REVIEW OF PROGRAMS AND LAWS.

- (1) The Secretary shall, within ninety days after the date of enactment of this title, appoint an Advisory Council on State Departments of Education for the purpose of reviewing the administration of the programs for which funds are appropriated pursuant to this title and making recommendations for improvement of such administration, and reviewing the status of and making recommendations with respect to such programs and this title and with respect to other Acts under which funds are appropriated to assist State educational agencies to administer Federal programs relating to education.
- (2) The Council shall be appointed by the Secretary and shall consist of twelve persons who shall include persons familiar with the educational needs of the Nation, persons familiar with the administration of State and local educational programs, and persons representative of the general public.
- (3) The Secretary is authorized to engage such technical assistance as may be required to carry out the functions of the Council, and the Secretary shall, in addition, make available to the Council such secretarial, clerical, and other assistance and such pertinent data prepared by the Institute for Educational Services as it may require to carry out such functions.
- (4) The Council shall make an annual report of its findings and recommendations

(including recommendations for changes in the provisions of this title and of other education Acts) to the Secretary not later than March 31 of each calendar year beginning after the enactment of this title. The Secretary shall transmit each such report to the President and the Congress together with comments and recommendations.

(5) Members of the Council who are not regular full-time employees of the United States shall, while serving on business of the Council, be entitled to receive compensation.

(D) SETTING NATIONAL PRIORITIES.—Upon completion of the Federal responsibilities contained within this Act, the Secretary shall submit a National Priority Report to the President, Congress, the State departments of education, and the Nation as to the recommended priorities upon which grants under this title will be determined.

Sec. 504. Appropriations.

Appropriations shall be made annually such sums as the Congress determines to be necessary to carry out the purposes of this title and fulfill the Nations' obligation to provide aid in supporting the States' responsibility to provide equal access under the Law.

CONTRIBUTING DOCUMENTS

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Public Law 531

Civil Rights Act of 1964 88th CONGRESS Public Law 88-352

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“The Education Reform Act of 1993.” Commonwealth of Massachusetts, 1993

“The No Child Left Behind Act of 2001” 107th CONGRESS Public Law 107-110

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“Keeping Parents and Communities Engaged Act” 111th CONGRESS S.1411

“Keeping Parents and Communities Engaged Act” 111th CONGRESS H.R. 3343

“Positive Behavior for Safe and Effective Schools Act” 111th CONGRESS H. R. 2597

“Family Engagement in Education Act of 2010” 111th CONGRESS H.R. 5211

“National Education Leadership Academy Act” 111th Congress Revised Draft by Gary
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A Blueprint for Reform: The Reauthorization of the Elementary and Secondary education
Act, March 2010

“Every Child Achieves Act of 2015” 114th CONGRESS S. 1177

“Student Success Act” 114th CONGRESS H.R. 5

“Student Bill of Rights” 114th CONGRESS H. R. 1070

“Supportive School Climate Act of 2015 ” 114th CONGRESS S. 811

“School Principal Recruitment and Training Act” 114th CONGRESS H.R. 930

“School Principal Recruitment and Training Act” 114th CONGRESS S. 476

“Strengthening Education through Research Act” 114th CONGRESS S. 227