

ESEA SUMMARY BY TITLE

TITLE I – IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED

Title I is intended to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. Under Title I, funds are reserved for (1) LEA grants; (2) State assessments; (3) education of migratory children; (4) education of neglected, delinquent, and at-risk students; (5) Federal activities; and (6) flexibility for equitable per-pupil funding.

TITLE II – PREPARING, TRAINING, AND RECRUITING HIGH-QUALITY TEACHERS, PRINCIPALS, AND OTHER SCHOOL LEADERS

The purpose of Title II is to provide grants to State educational agencies and subgrants to local educational agencies to improve the number, quality and effectiveness of teachers, principals, and other school leaders in order to improve student academic achievement in schools. Title II reserves funds for State grants and grants for national activities, including: (1) teacher and school leader incentive program; (2) literacy education for all, results for the nation; (3) American history and civics education; and (4) programs of national significance. Programs of national significance include supporting effective educator development, school leader recruitment and support, technical assistance, and STEM Master Teacher Corps.

TITLE III – LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS AND IMMIGRANT STUDENTS

Title III of the ESSA covers language instruction for English Language Learners. The purpose of Title III is to support teachers, principals and other school leaders, SEAs, LEAs, and schools in providing effective language instruction to all English language learners. Under this part plans and programs are established to ensure that all English learners attain English proficiency and are able to meet the same challenging State academic standards that all children are expected to meet. This part is also intended to promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners. This title lays out eligible uses of funds, guidelines for subgrants to LEAs, reporting guidelines, and national professional development project guidelines

TITLE IV – 21ST CENTURY SCHOOLS

Title IV eliminated some programs authorized by ESEA and rolled the remaining programs into a single grant. The purpose of grants under Title IV is to improve students' academic achievement by increasing the capacity of states, LEAs, schools, and local communities to: provide all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology in order to improve the academic achievement and digital literacy of all students. Under Part B of this title, funds are reserved for 21st Century Community Learning Centers that offer after-school academic enrichment programs and opportunities for families of students served to be actively and meaningfully engaged in their children's education. This title also includes the charter schools and magnet schools programs. A new family engagement program has also been added, providing grants to statewide organizations to establish family engagement centers that will carry out parent education and family engagement in education

programs and training and technical assistance to states, LEAs, schools, and organizations supporting family-school partnerships.

TITLE V – FLEXIBILITY AND ACCOUNTABILITY

Under the new Title V, the ESSA enables some funding transferability, a pilot program for weighted student funding as well as funding for rural school districts. Funding transferability is authority that allows States and LEAs the flexibility to target Federal funds to the programs and activities that most effectively address the unique needs of States and localities. Part B of this title is intended to address the unique needs of rural school districts that frequently— (1) lack the personnel and resources needed to compete effectively for Federal competitive grants; and (2) receive formula grant allocations in amounts too small to be effective in meeting their intended purposes.

TITLE VI – INDIAN, NATIVE HAWAIIAN, AND ALASKA NATIVE EDUCATION

The purpose of Title VI is to support the efforts of LEAs and other entities to meet the unique educational and culturally related academic needs of Indian, Native Hawaiian, and Alaska Native students, so that all students can meet the challenging State academic standards. This title is intended to ensure that teachers, principals, other school leaders, and staff have the ability to provide appropriate and effective instruction and supports to all students.

TITLE VII – IMPACT AID

Title VII continues to authorize funding for schools located on federal property not generating tax revenue. A number of policy changes were made to the Impact Aid program. It makes permanent technical and formula changes to federal properties that have already reduced subjectivity in the program and increased the timeliness of payments. It eliminates the Federal Properties “lockout” provision that currently prevents eligible federally impacted school districts from accessing Impact Aid funding. It adjusts the Basic Support formula to ensure equal proration when appropriations are sufficient to fund the proration formula (Learning Opportunity Threshold). It includes a hold harmless provision to provide budget certainty to school districts facing a funding cliff or significant changes to their federally connected student enrollment.

TITLE VIII – GENERAL PROVISIONS

Title VIII is ESSA’s general provisions section, and includes definitions of terms, requirements for use of administrative funds, and provides further requirements and clarifications for regulations. Title VIII also contains a prohibition against federal mandates, direction or control. This title states that no officer or employee of the federal government, shall through grants, contracts or other cooperative agreements, mandate, direct or control a state, LEA or schools’ specific instructional content, academic standards and assessments, curricula, or program of instruction developed and implemented to meet the requirements of the ESSA.