



EVIDENCE-BASED POLICY PROVISIONS IN THE CONFERENCE REPORT FOR S.1177, THE EVERY STUDENT SUCCEEDS ACT

Results for America has worked closely with Congressional allies and our Invest in What Works coalition partners to help develop and incorporate the following evidence-based policy provisions into the [conference report](#) for S. 1177:

Education Innovation and Research

Section 4601 would, for the first time, authorize a federal evidence-based education innovation fund, similar to the existing i3 program that has been funded through annual appropriations bills but never authorized. This new program, which is called the Education Innovation and Research (EIR) Grants program, would be authorized at \$70.5 million in FYs 17-18 and \$90.6 million in FYs 19-20.

Pay for Success

Section 1424 would, for the first time, authorize local school districts to invest their ESEA Title I, Part D funds (Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk, authorized at \$47.6 million in FYs 17-20) in Pay For Success initiatives.

Section 4108 would, for the first time, authorize local school districts to invest their federal student safety and health funds in Pay for Success initiatives. (Districts would be required to use at least 20% of their ESEA Title IV, Part A funds for Student Support and Academic Enrichment on one or more PFS activities authorized under Section 4108, amounting to a minimum of \$330 million in FY17 and \$320 million in FYs 18-20.)

Definition of “Evidence-based”

The conference report for S. 1177 would, for the first time, define four levels of evidence that constitute an “evidence-based” activity, strategy, or intervention by a state, local school district, or individual school. These four levels are closely aligned with those in the Education Department General Administrative Regulations (EDGAR). The conference report also applies the term “evidence-based” more than 60 times across ESEA programs and requirements, most notably in the following large formula and competitive grant programs:

ESEA Title I. Section 1003 would require states to set aside at least 7% of their ESEA Title I, Part A funds (approximately \$1 billion in FYs 17-20) for a range of activities to help school districts improve low-performing schools. Local school districts and individual schools would be required to include “evidence-based” interventions in their action plans, specifically interventions that demonstrate strong, moderate, or promising levels of evidence.

Other ESEA Formula Grant Programs. ESEA Title II (Preparing, Training, and Recruiting High Quality Teachers, Principals, and Other School Leaders, authorized at \$2.3 billion in FYs 17-20) and ESEA Title IV, Part A (Student Support and Academic

Enrichment Grants, authorized at just over \$1 billion in FYs 17-20) would encourage states and local school districts to use invest their funds in “evidence-based” interventions within a list of allowable activities.

Competitive Grant Programs. The conference report for S. 1177 would, for the first time, require the U.S. Department of Education to give priority to applicants demonstrating strong, moderate, or promising levels of evidence within the following seven competitive grant programs:

- o Sec. 2221, Literacy Education for All, Results for the Nation (authorized at \$160 million in FYs 17-19 and \$180 million in FY20);
- o Sec. 2242, Supporting Effective Educator Development (authorized at \$347 million in FYs 17-19 and \$362 million in FY20);
- o Sec. 2243, School Leader Recruitment and Support (authorized at \$103.2 million in FYs 17-19 and \$107.6 million in FY20);
- o Sec. 4502, Statewide Family Engagement Centers (authorized at \$10 million in FYs 17-20);
- o Sec. 4624, Promise Neighborhoods (authorized at \$70.5 million in FYs 17-18 and \$70.6 million in FYs 19-20 split between this program and the Full-Service Community Schools program described below);
- o Sec. 4625, Full-Service Community Schools (authorized at \$70.5 million in FYs 17-18 and \$70.6 million in FYs 19-20 split between this program and the Promise Neighborhoods described above); and
- o Sec. 4644, Supporting High-Ability Learners and Learning (authorized at \$56.2 million in FYs 17-18 and \$57.3 million in FYs 19-20, split between this program and the Assistance for Arts Education program and the Ready to Learn program).

Evaluations

Section 8601 would allow the U.S. Secretary of Education to set aside up to .5% of ESEA Title III program funds (approximately \$4 million per fiscal year) and \$710,000 of ESEA Title I program funds for program evaluations in FYs 17-20. This section would also allow the Secretary to pool evaluation funds across ESEA programs. Current law allows the Secretary to set aside up to .5% of all ESEA program funds (except ESEA Title I funds, ESEA Title III funds, and funds from any other ESEA program with its own set-aside authority) for evaluations.

Programs with Track Records of Success

The following programs were championed by our coalition partners, Teach For America and KIPP.

Section 2242 would authorize the Supporting Effective Educator Development program (authorized at \$347 million in FYs 17-19 and \$362 million in FY20) that awards grants to

applicants with a demonstrated record of improving student outcomes while giving priority to applicants demonstrating strong, moderate, or promising evidence of effectiveness (as described above).

Section 4305 would authorize the Replication and Expansion of High-Quality Charter Schools program (authorized at \$48.6 million in FYs 17-18 and \$54 million in FYs 19-20) that awards grants to applicants based on their demonstrated success in improving student outcomes.