



EVIDENCE-BASED POLICY PROVISIONS IN 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 [Every Student Succeeds Act](#) (ESSA):

Education Innovation and Research

Section 4601 authorizes an 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 1401 and Section 1424 authorizes states and 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 authorizes school districts to invest their federal student safety and health funds in Pay for Success initiatives. (Districts receiving at least \$30,000 in Title IV, Part A funds for Student Support and Academic Enrichment are required to use at least 20% of their grants on a list of allowable safety and health activities, of which is Pay for Success is an option. The 20% amounts to a minimum of \$330 million in FY17 and \$320 million in FYs 18-20.)

Definition of “Evidence-based”

ESSA defines four levels of evidence that constitute an “evidence-based” activity, strategy, or intervention by a state, school district, or school. These four levels are closely aligned with those in the Education Department General Administrative Regulations (EDGAR). ESSA applies the term “evidence-based” over 50 times across programs and requirements, most notably in the following large formula and competitive grant programs:

ESEA Title I. Section 1003 requires states to set aside at least 7% of their 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. Support and improvement plans for these schools must include “evidence-based” interventions. Any such school receiving Section 1003 funds must include interventions in their plans that demonstrate strong, moderate, or promising levels of evidence.

Other ESEA Formula Grant Programs. Title II (Preparing, Training, and Recruiting High Quality Teachers, Principals, and Other School Leaders, authorized at \$2.3 billion in FYs 17-20) and Title IV, Part A (Student Support and Academic Enrichment Grants, authorized at just over \$1 billion in FYs 17-20) encourage states and school districts to use invest their funds in “evidence-based” interventions within a list of allowable activities.

Competitive Grant Programs. Section 2212 (Teacher and School Leader Incentive Fund Grants, authorized at \$230 million in FYs 17-20) requires all applicants to explain how their proposed activities are evidence-based.

ESSA requires 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 \$53.4 million in FYs 17-18, \$53.5 million in FY19, and \$53.6 million in FY20);
- o Sec. 2243, School Leader Recruitment and Support (authorized at \$15.9 million in FYs 17-20);
- 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 allows 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 for evaluations 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).

Programs with Track Records of Success

Section 2242 authorizes the Supporting Effective Educator Development program (authorized at \$53.4 million in FYs 17-18, \$53.5 million in FY19, and \$53.6 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 authorizes 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.