

**Every Student Succeeds Act – Programs Included in State Plan**

10/2/16

ESSA Program	CDE Coordinator	Competitive or Formula?	*Funds – CDE Administrative and State level	*Funds - Distribution	Program Purpose
<b>Title I, Part A:</b> Improving Basic Programs Operated by State and Local Educational Agencies	Brad Bylsma	Formula to state, formula to districts	\$1,379,020	\$142,202,423	The purpose of this title is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.
<b>Title I, Part B, Section 1201:</b> Grants for State Assessments and Related Activities	Joyce Zurkowski	Formula to state	\$6,552,783	\$0	Grants to State educational agencies to enable the States to carry out 1 or more of the following: (1) To pay the costs of the development of the State assessments and standards adopted under section 1111(b), which may include the costs of working in voluntary partnerships with other States, at the sole discretion of each such State. (2) If a State has developed the assessments adopted under section 1111(b), to administer those assessments or to carry out other assessment activities...
<b>Title I, Part C:</b> Education of Migratory Children	Tomas Mejia	Formula to state, formula to regions	\$1,317,023	\$5,647,952	Funds support high quality education programs for migratory children and help ensure that migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards. Funds also ensure that migratory children not only are provided with appropriate education services (including supportive services) that address their special needs but also that such children receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are

					expected to meet.
<b>Title I, Part D:</b> Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk	Brad Bylsma	Formula to state, formula to districts and agencies	\$0	\$1,132,009	<p>The purpose is:</p> <ol style="list-style-type: none"> <li>1. To improve educational services for children and youth in local and State institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging State academic content standards and challenging State student academic achievement standards that all children in the State are expected to meet;</li> <li>2. To provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; and</li> <li>3. To prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education.</li> </ol>
<b>Title II, Part A:</b> Supporting Effective Instruction	Jennifer Simons	Formula to state, formula to districts	\$864,579	\$23,399,610	<p>The purpose of this title is to provide grants to State educational agencies and subgrants to local educational agencies to—</p> <ol style="list-style-type: none"> <li>(1) increase student achievement consistent with the challenging State academic standards;</li> <li>(2) improve the quality and effectiveness of teachers, principals, and other school leaders;</li> <li>(3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and</li> </ol>

					(4) provide low-income and minority students greater access to effective teachers, principals, and other school leaders.
<b>Title III, Part A:</b> Language Instruction for English Learners and Migrant Students	Morgan Cox	Formula to state, formula to districts	\$447,258	\$8,050,653	The purposes of this part are— (1) to help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English; (2) to assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging State academic standards that all children are expected to meet; (3) to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth; (4) to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings; and (5) to promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners.
<b>Title IV, Part A:</b> Student Support and Academic	Brad Bylsma	Formula to state, formula to	New program – TBD (up to 5%	New Program -	The purpose of this subpart is to improve students' academic achievement by increasing the capacity of

Enrichment Grants		districts	of the total amount allocated to the State may be reserved)	TBD	States, local educational agencies, schools, and local communities to— (1) provide all students with access to a well-rounded education; (2) improve school conditions for student learning; and (3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.
<b>Title IV, Part B:</b> 21st Century Community Learning Centers	Dana Scott	Formula to state, competitive to districts	\$579,017	\$11,001,330	The purpose of this part is to provide opportunities for communities to establish or expand activities in community learning centers that— (1) provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards; (2) offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and (3) offer families of students served by community learning centers opportunities for active and meaningful engagement in their children’s education,

					including opportunities for literacy and related educational development.
<b>Title V, Part B, Subpart 2:</b> Rural and Low-Income School Program	Kirstin Carlile	Formula to state, formula to districts	\$26,188	\$497,576	The Rural Education Achievement Program (REAP) is designed to assist rural school districts in using federal resources more effectively to improve the quality of instruction and student academic achievement. It consists of two separate programs – the Small, Rural School Achievement (SRSA) program and the Rural and Low-Income Schools (RLIS) program
<b>Title VII, Subpart B of the McKinney Vento-Homeless Assistance Act:</b> Education for Homeless Children and Youths	Dana Scott	Formula to state, competitive to districts	\$174,163	\$522,491	

\*Based on appropriations 2016-2017 appropriations under No Child Left Behind