Overview of the Every Child Achieves Act (S.1177)

**Standards and Assessments**

- Requires State adoption of challenging academic standards aligned with the demands of college and career, as well as the provision prohibiting any role for the federal government in incentivizing or requiring the adoption of the Common Core State Standards.
- Requires annual, standard-aligned, statewide assessment of all students in grades 3-8 and at least once in high school, in both reading and math, as well as the requirement of a science assessment of all students in science at least once, each, during elementary, middle, and high school.

**State Accountability Systems**

Requires State-developed accountability systems that include:

- Establishing academic improvement goals for all students and subgroups of students;
- Requires the use of academic achievement on state assessments and graduation rates;
- Allows for the use of multiple factors in addition to those academic factors;
- Provides state flexibility in determining how to use those indicators in the accountability system; and
- Requires states to annually identify and meaningfully differentiate between schools based on those indicators.
- Provides state flexibility in determining what types of school intervention or improvement strategies will be used when goals are not met.

**Data and Transparency**

Requires transparent, accessible reporting of data—disaggregated by race, income, disability status, and English proficiency—at the state, district, and school levels so educators, parents, and students have objective information, including:

- The professional qualifications of teachers, principals, and other school leaders, making it clear how inexperienced teachers, teachers with emergency credentials, teachers teaching out-of-field, and teachers who have been judged by the state as not effective are distributed among schools; and
- The per-pupil expenditures of federal, state, and local funds for each school and district in the state.
Every Child Achieves Act Title II STEM Funding Provision (Section 2005)

What Does the Section 2005 Part ESTEM Provision Do?

Section 2005, which was added in a bipartisan Franken-Kirk Amendment during Committee consideration, establishes a program to provide each state with formula-based funding that would be used to support partnerships between local schools, businesses, universities, and non-profit organizations to improve student learning in the critical science, technology, engineering, and mathematics (STEM) subjects. Each state would choose how to spend and prioritize these funds, which can support a wide range of STEM activities from in-depth teacher training, to engineering design competitions, to improving the diversity of the STEM workforce.

Why is STEM Education Important?

Over the past 10 years, growth in STEM jobs was three times as fast as growth in non-STEM jobs. STEM jobs make up 20% all jobs today and the top 10 bachelor-degree majors with the highest earnings are all in STEM fields. And right now, we are falling further behind, not gaining ground because the number of U.S. companies reporting difficulty in filling positions because of a lack of skills grew from 14 percent in 2010 to almost 40 percent in 2013. At the same time, by the 4th Grade, only 13% of African-American, 29% of Hispanic, and 40% of White students are considered “proficient” in math, with similar results for science. These numbers all go down by the 8th grade.

How Do We Know This Program Will Be Effective?

The Section 2005 program would build-upon the Department of Education’s existing and highly effective Math and Science Partnership program, which is providing dedicated STEM resources to more than 7000 schools and 49,000 educators. More than two-thirds of the math and science teachers who have received in-depth training through the program have shown significant gains in their content knowledge. Over half of students taught by teachers in a Partnership program scored at the proficient level or above in state assessments in math and science (55 percent and 69 percent, respectively). This is nearly twice the national average. The language of the amendment reflects extensive input from the STEM education community to help improve this program further.

Aren’t There Already Too Many Federal STEM Education Programs?

- A Congressional Research Service May 19 2015 report titled The Changing Federal STEM Education Effort shows the number of federal programs and activities has been reduced from about 254 in FY2010 to about 114 in the FY2016 request, with some of the greatest reductions occurring in federal science agencies or science-focused units of federal agencies. In addition, the report states that “The degree to which federal STEM
education programs actually are duplicative is contested and unknown,” and that “a reorganization of federal STEM education programs could result in the elimination or decreased effectiveness of good or popular programs, depending on implementation.”

- Annual federal appropriations for STEM education are typically in the range of about $2.8 billion to $3.4 billion. One of the biggest misperceptions is that this funding goes to schools, when in fact most of it flows to universities.

- Approximately 2/3 of this funding supports scholarships (about $1 billion) and education related research ($1 billion). Of the remaining funds, the largest single program to receive federal funds is the ESEA Math and Science Program. Funded at $150 million, this program is the ONLY STEM-focused K-12 teacher quality program money that reaches schools directly. That’s just 0.22% of ED’s $67 billion budget!

- See the legislative language of Section 2005 here

See the full text of the bill here