



DISTRICT OF COLUMBIA  
 OFFICE OF THE STATE SUPERINTENDENT OF  
**EDUCATION**

Summary of Fiscal Changes made by the Every Student Succeeds Act (ESSA)  
 Elementary and Secondary Education Act (ESEA) Title I – Part A  
 Identifying Changes in Allocations, Reporting, and Use of Funds for State and School Districts

<b>Title</b>	<b>Improving the Academic Achievement of the Disadvantaged</b>			
<b>Part</b>	<b>Improving Basic Programs Operated by Local Educational Agencies</b>			
<b>Funding Streams / Programs Under this Part</b>	<b>List all grant programs under this part</b>	<b>Formula or Competitive</b>	<b>State Allocation (Yes/No)</b>	<b>LEA Allocation (Yes/No)</b>
	Improving basic programs operated by LEAs	Formula	Yes	Yes

**Title I – Part A, Section 1122**

<b>State grant or LEA grant?</b>	<b>State and LEA</b>
<b>Name of funding stream/program</b>	<b>Improving Basic Programs Operated by Local Educational Agencies</b>
<b>Allocation (amount and distribution)</b>	<p>Unlike other states, whose LEA allocations are based on a basic grant with possible additional concentration and targeted grant funds based on the number of formula children and the numbers and percentages of children from low-income families, the D.C. School Reform Act, as amended, provides that the Secretary determines the allocation for the District of Columbia. (See §38-1802.10) The total allocation for all LEAs, including public charter schools that are eligible to receive assistance, shall be calculated by the Secretary. In making such calculation, the Secretary shall treat all such LEAs as a single LEA for the District of Columbia.</p> <p>DCPS allocation: <u># of enrolled low-income students</u>  Total # of low-income students enrolled X Total allocation  in DCPS, in public charter schools, private  or independent schools and residing in DC</p> <p>Eligible charter: <u># of enrolled low-income students</u>  School Total # of low-income students enrolled X Total allocation  Allocation: in DCPS, public charter schools, private  or independent schools and residing in DC</p> <p>The state education agency (SEA) may reserve 1% or \$400,000, whichever is greater, for admin activities for Parts A, C, and D</p>
<b>Eligibility</b>	<p>For a state to be eligible for funds under this part, it must submit a plan that:</p> <ul style="list-style-type: none"> <li>- Is developed by the SEA with meaningful consultation with the Governor, members of the State Legislature, the State Board of Education, LEAs (including those in rural areas), representatives from Indian Tribes, teachers, principals, other school leaders, charter school leaders, specialized instructional support personnel, paraprofessionals, administrators, other staff and parents; and</li> <li>- Is coordinated with other programs under ESEA, the Individuals with Disabilities Education Act; the Carl D. Perkins Vocational and Technical Education Act of 1998; the Head Start Act; the Adult Education and Family Literacy Act; and the McKinney-Vento Homeless Assistance Act; the Rehabilitation Act of 1973; the Workforce Innovation and Opportunity Act; the Child Care and Development Block Grant Act of 1990; the Education Sciences Reform Act of 2002; the Education Technical Assistance Act of 2002; and the National Assessment of Educational Progress Authorization Act</li> </ul>

	<p><b>Note:</b> application may be submitted as part of a consolidated application</p> <p>A public charter LEA is eligible for a grant if:</p> <ul style="list-style-type: none"> <li>• Its % of low-income students <math>\geq</math> % of low-income students in the DCPS school with lowest % of low income students served by ESEA Title I part A (D.C. Code §38-1802.10);</li> <li>• The LEA’s K-12 poverty rate for the prior year is at least 35% or greater (ESEA Sec. 1113(B)(1)(A)); and</li> <li>• It has an approved LEA plan that may be part of a consolidated application.</li> </ul>
<p><b>Reporting Requirements</b></p>	<p>In addition to the annual state report card published for the state, each state must submit a report annually to the Secretary that includes the following information:</p> <ul style="list-style-type: none"> <li>• Student academic achievement on required academic assessments (including student subgroup data);</li> <li>• Information on the acquisition of English proficiency of ELs; and</li> <li>• Number and names of each public school identified for comprehensive support and improvement and also those schools that are implementing targeted support and improvement plans; <ul style="list-style-type: none"> <li>○ Information on professional qualifications of teachers and the number and percentage of inexperienced teachers, teachers with emergency or provisional credentials, and teachers who are not teaching in the subject or field for which the teacher is certified or licensed.</li> </ul> </li> </ul>

Fiscal Requirements	Supplement, Not Supplant	
	NCLB	ESSA
	No indication of how LEAs comply with supplement, not supplant rule	1118(b)(2) - COMPLIANCE.—To demonstrate compliance, an LEA shall demonstrate that the methodology used to allocate State and local funds to each school receiving assistance under Title I, Part A ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving assistance under this part.
<p><b>Prohibition on enforcing supplement not supplant:</b> No LEA shall be required to provide services under this part through a particular instructional method or in a particular instructional setting in order to demonstrate such agency’s compliance with the supplement not supplant requirement.</p>	<p><b>Prohibition on enforcing supplement not supplant:</b> Maintains NCLB prohibition and adds: No LEA shall be required to identify that an individual cost or service supported under this part is supplemental. Also adds that ED is not authorized to prescribe the specific methodology an LEA uses to allocate state and local funds to each school receiving assistance under Part A.</p> <p>Timeline for compliance: An LEA must demonstrate compliance no later than 2 years after enactment of ESSA.</p>	
Maintenance of Effort (MOE)		
Note: <b>Bold type</b> in this section indicates updates in ESSA		
NCLB	ESSA	
Not applicable to public charter LEAs, in accordance with the Section 2210(a) of D.C. School Reform Act of 1995 as amended before ESSA (D.C. Official Code 38-1802.10(a).	Amended Section 2210(a) of the D.C. School Reform act of 1995 by removing MOE from the provisions of ESEA that are inapplicable to public charter LEAs. <b>Charter LEAs must now comply with MOE.</b>	
	<p>New in ESSA: (See bold text below.)</p> <ul style="list-style-type: none"> <li>SEA only reduces an LEA’s allotment if the LEA fails to meet MOE repeatedly.</li> <li>Secretary may waive MOE if LEA faces exceptional or uncontrollable circumstances, including a change in organizational structure.</li> </ul>	
<p>SEC. 9521. MAINTENANCE OF EFFORT.</p> <p>(a) IN GENERAL.—A local educational agency may receive funds under a covered program for any fiscal year only if the SEA finds that either the combined fiscal effort per student or the aggregate expenditures of the agency and the State with respect to the provision of free public education by the</p>	<p>SEC. 8521. MAINTENANCE OF EFFORT.</p> <p>(a) IN GENERAL.—A local educational agency may receive funds under a covered program for any fiscal year only if the SEA finds that either the combined fiscal effort per student or the aggregate expenditures of the agency and the State with respect to the provision of free public</p>	

	<p>agency for the preceding fiscal year was not less than 90 percent of the combined fiscal effort or aggregate expenditures for the second preceding fiscal year.</p> <p>(b) REDUCTION IN CASE OF FAILURE TO MEET.—</p> <p>(1) IN GENERAL.—The State educational agency shall reduce the amount of the allocation of funds under a covered program in any fiscal year in the exact proportion by which a local educational agency fails to meet the requirement of subsection (a) of this section by falling below 90 percent of both the combined fiscal effort per student and aggregate expenditures (using the measure most favorable to the local agency).</p> <p>(2) SPECIAL RULE.—No such lesser amount shall be used for computing the effort required under subsection (a) of this section for subsequent years.</p> <p>(c) WAIVER.—The Secretary may waive the requirements of this section if the Secretary determines that a waiver would be equitable due to—</p> <p>(1) exceptional or uncontrollable circumstances, such as a natural disaster; or</p> <p>(2) a precipitous decline in the financial resources of the local educational agency</p>	<p>education by the agency for the preceding fiscal year was not less than 90 percent of the combined fiscal effort or aggregate expenditures for the second preceding fiscal year.</p> <p>(b) REDUCTION IN CASE OF FAILURE TO MEET.—</p> <p>(1) IN GENERAL.—The State educational agency shall reduce the amount of the allocation of funds under a covered program in any fiscal year in the exact proportion by which a local educational agency fails to meet the requirement in subsection (a) by falling below 90 percent of both the combined fiscal effort per student and aggregate expenditures (using the measure most favorable to the local agency), <b>if such local educational agency has also failed to meet such requirement (as determined using the measure most favorable to the local agency) for 1 or more of the 5 immediately preceding fiscal years.</b></p> <p>(2) SPECIAL RULE.—No such lesser amount shall be used for computing the effort required under subsection (a) of this section for subsequent years.</p> <p>(c) WAIVER.—The Secretary may waive the requirements of this section if the Secretary determines that a waiver would be equitable due to—</p> <p>(1) exceptional or uncontrollable circumstances, such as a natural disaster <b>or a change in the organizational structure of the local educational agency;</b> or</p> <p>(2) a precipitous decline in the financial resources of the local educational agency.</p>
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**Title I, Part A, Section 1114, Schoolwide Programs**

<p><b>Name of Program</b></p>	<p><b>Schoolwide Programs</b></p> <p>Represents one allowable use of Title I funds, if school qualifies. An LEA may consolidate Title I Part A funds with other funds under Title I and other Federal, state, and local funds in order to upgrade the entire educational program of an eligible school</p>
<p><b>Who/how eligible?</b></p>	<p>There are three ways a school may be eligible to run a schoolwide program with Title I funds:</p> <ol style="list-style-type: none"> <li>1. At least 40% of students enrolled in the school are from low income families;</li> <li>2. School is in an attendance area where 40% of students are in low income families ; OR</li> <li>3. School receives SEA waiver.</li> </ol>
<p><b>Plan Development</b></p>	<p>Schoolwide programs are not required to identify particular children as eligible to participate or identify individual services as supplementary</p> <p>Schoolwide program plan must be as follows:</p> <ul style="list-style-type: none"> <li>• Developed in a one-year period unless:             <ul style="list-style-type: none"> <li>○ The LEA determines in consultation with the school that less time is needed; OR</li> <li>○ The school ran a school-wide program prior to the passing of the ESSA, in which case the school must revise its plan during the one-year period to comply with current law.</li> </ul> </li> <li>• Developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;</li> <li>• In effect for the duration of the school’s participation under Title I, Part A (the plan and its implementation will be routinely monitored and revised based on student needs);</li> <li>• Available to LEA, parents, and public in an understandable and uniform format and to the extent practicable provided in a language that the parents can understand;</li> <li>• Coordinated with other federal, state, and local programs, including other programs under ESEA;</li> <li>• Based on a comprehensive needs assessment that particularly takes into account the needs of students who are failing, or are at risk of failing, to meet the state standards; and</li> <li>• Describe the strategies the school will be implementing to address the school’s needs and how such strategies will:             <ul style="list-style-type: none"> <li>○ Provide opportunities for all children to meet the state standards and</li> </ul> </li> </ul>

	<ul style="list-style-type: none"><li>○ Use methods and instructional strategies to strengthen the academic program of the school, increase learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses to support a well-rounded education.</li><li>○ It must address the needs of all children but particularly those at risk of not meeting state academic standards through activities that may include: (I) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas; (II) preparation for and awareness of opportunities for postsecondary education and the workforce; (III) implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services; (IV) professional development and other activities for teachers and other school personnel; and (V) strategies for assisting preschool children in the transition from early childhood programs to elementary school programs</li><li>● If programs are consolidated, the plan must also identify the specific SEA and LEA programs and other programs that will be consolidated in the schoolwide program</li></ul>
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**Title I, Part A, Section 1114, Schoolwide Programs  
Changes from NCLB to ESSA**

	<b>NCLB</b>	<b>ESSA</b>
<b>School Wide Program Development</b>	<p>No mention of waiver to run schoolwide program</p> <p>Under DC’s approved ESEA Waiver, DC waived the 40% schoolwide threshold for Priority and Focus schools.</p>	<p>If school has less than 40% student population living in poverty, SEA may grant waiver for school to run a schoolwide program if school takes into account how a schoolwide program will best serve the needs of the students in the school in improving academic achievement and other factors</p>
	<p>Developed with the involvement of:</p> <ul style="list-style-type: none"> <li>• Parents;</li> <li>• Other members of the community to be served;</li> <li>• Individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title); and</li> <li>• If appropriate: <ul style="list-style-type: none"> <li>○ Pupil services personnel;</li> <li>○ Technical assistance providers;</li> <li>○ School staff; and</li> <li>○ If the plan relates to a secondary school, students from such school</li> </ul> </li> </ul>	<p>Developed with the involvement of</p> <ul style="list-style-type: none"> <li>• Parents;</li> <li>• Other members of the community to be served;</li> <li>• Individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title),</li> <li>• The local educational agency,</li> <li>• To the extent feasible, tribes and tribal organizations present in the community; and</li> <li>• If appropriate: <ul style="list-style-type: none"> <li>○ Specialized instructional support personnel;</li> <li>○ Technical assistance providers;</li> <li>○ School staff; and</li> <li>○ If the plan relates to a secondary school, students; and</li> <li>○ Other individuals determined by the school</li> </ul> </li> </ul>
	<p>No school participating in a schoolwide program may be required—</p> <ul style="list-style-type: none"> <li>• to identify particular children under this part as eligible to participate in a schoolwide program; or</li> <li>• to provide services to such children that are supplementary, as otherwise required by section 1120A(b).</li> </ul>	<p>No school participating in a schoolwide program may be required to identify—</p> <ul style="list-style-type: none"> <li>• particular children under this part as eligible to participate in a schoolwide program; or</li> <li>• individual services as supplementary.</li> </ul>
	<p>In NCLB but not a listed use of funds in ESSA:</p> <ul style="list-style-type: none"> <li>• Strategies to increase parental involvement, such as family literary services</li> </ul>	<p>Newly listed uses of funds:</p> <ul style="list-style-type: none"> <li>• Implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services, coordinated with similar activities and services carried out under IDEA</li> <li>• Dual or Concurrent enrollment in coordination with non- or for-profit organizations (includes transportation and training for teachers)</li> </ul>



**Title I, Part A, Section 1115, Targeted Assistance Schools**

<b>Name of Program</b>	<b>Targeted Assistance Schools</b>
<b>Who/how eligible?</b>	<p>If LEA is eligible for Title I, Part A funds and is ineligible, has not received a waiver, or chooses not to operate a schoolwide program, the LEA may use funds under Title I, A only to provide targeted assistance to “eligible children,” defined as:</p> <ul style="list-style-type: none"> <li>• Children 21 and younger who are entitled to free public education through grade 12, or younger children—including children failing, or most at risk of failing, to meet the State academic standards on the basis of multiple, educationally related, objective criteria established by the LEA and supplemented by the school. (Children in preschool through grade 2 need not have multiple or educationally-related criteria.)</li> <li>• Economically disadvantaged, children with disabilities, migrant children, and English Learners are eligible on the same basis as other children</li> <li>• A child who, at any time in the 2 years preceding the year for which the determination is made, participated in a Head Start program, the literacy program under Title II, Part B (new Literacy for All, Results for the Nation – LEARN Act), or in preschool services under this title</li> <li>• Migrant children—Child who, any time in last 2 years received services under Title I, Part C</li> <li>• Neglected or delinquent children—Child who is in a local institution for neglected or delinquent children and youth or attending a community day program for such children</li> <li>• Homeless children—Child who is homeless and attending any school served by the LEA</li> </ul> <p>Note: Funds received under this part may not be used to provide services that are otherwise required by law to be made available to the children described above, but funds may be used to coordinate or supplement such services.</p>
<b>Uses of Funds</b>	<p>Each targeted assistance program must:</p> <ul style="list-style-type: none"> <li>• Determine which students will be served and provide for those students by: <ul style="list-style-type: none"> <li>○ Assisting students in meeting academic standards through programs, activities, and academic coursework necessary to provide a well-round education;</li> <li>○ Using methods and instructional strategies to strengthen the school’s academic program through activities, such as: <ul style="list-style-type: none"> <li>▪ Expanded learning time (before-school, after-school, and/or summer programming)</li> <li>▪ A tiered model to prevent and address behavior problems, and early intervening services coordinated with similar services carried out under IDEA (20 U.S.C. 1400 et. seq.)</li> </ul> </li> <li>○ Coordinating with and supporting the regular education program, which may include services to assist preschool children in the transition from early childhood education</li> <li>○ Providing professional development to teachers, principals, other school leaders, paraprofessionals, and instructional personnel who work with eligible children in targeted programs</li> <li>○ Implementing strategies to improve involvement of parents of eligible children</li> <li>○ Coordinating and integrating federal, state, and local services programs such as violence prevention, nutrition, housing, Head Start, adult education, CTE, and comprehensive/targeted improvement activities</li> </ul> </li> </ul>

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|  | <ul style="list-style-type: none"><li>○ Provide assurances that the school will:<ul style="list-style-type: none"><li>▪ Help provide an accelerated, high-quality curriculum;</li><li>▪ Minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part; and</li><li>▪ On an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the State standards</li></ul></li></ul> |
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**Title I, Part A, Section 1115, Targeted Assistance Schools, Continued**

Name of Program	Targeted Assistance Schools
Other relevant information	<p>Integration of professional development—Staff supported with funds under this part may—</p> <ul style="list-style-type: none"> <li>• Participate in general professional development and school planning activities; and</li> <li>• Assume limited duties that are assigned to similar personnel who are not so paid, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.</li> </ul>
	<p>Simultaneous service.—Nothing in this section shall be construed to prohibit a school from serving students under this section simultaneously with students with similar educational needs, in the same educational settings where appropriate.</p>
	<p>Comprehensive Services.—If—</p> <ul style="list-style-type: none"> <li>• Health, nutrition, and other social services are not otherwise available to eligible children in a targeted assistance school and such school, if appropriate, has engaged in a comprehensive needs assessment and established a collaborative partnership with local service providers; and</li> <li>• Funds are not reasonably available from other public or private sources to provide such services, then a portion of the funds provided under this part may be used as a last resort to provide such services, including— <ul style="list-style-type: none"> <li>○ The provision of basic medical equipment, such as eyeglasses and hearing aids;</li> <li>○ Compensation of a coordinator;</li> <li>○ Family support and engagement services;</li> <li>○ Integrated student supports; and</li> <li>○ Professional development necessary to assist teachers, specialized instructional support personnel, other staff, and parents in identifying and meeting the comprehensive needs of eligible children</li> </ul> </li> </ul>
	<p>Neither the Secretary nor any other officer or employee of the Federal Government may require that a copy of a school or LEA’s needs assessment be submitted for review or approval.</p>
	<p>Dual or concurrent enrollment programs—A secondary school operating a targeted assistance program under this section may use funds received under this part to provide dual or concurrent enrollment program services described under section 1114(e) to eligible children under subsection (c)(1)(B) who are identified as having the greatest need for special assistance.</p>
	<p>Non- or for-profit external providers may run these programs.</p>

**Title I, Part A, Section 1115, Targeted Assistance Schools  
Changes from NCLB to ESSA**

	<b>NCLB</b>	<b>ESSA</b>
<b>Eligible Children</b>	Includes preschool children as eligible based on failing or being at-risk of failing to meet academic standards based on: <ul style="list-style-type: none"> <li>• Teacher judgment</li> <li>• Interviews with parents</li> <li>• Developmentally appropriate measures</li> </ul>	Includes preschool children as eligible based on failing or being at-risk of failing to meet academic standards based on criteria, including objective criteria, established by the LEA and supplemented by the school
<b>Targeted Assistance School Program</b>	n/a	Requires program to establish students to be served
	Requires methods and instructional strategies to strengthen educational programs to be based on “scientifically based research”	Does not state such methods and instructional strategies be based on scientifically-based research
	n/a	Allows activities/programs designed to help students meet the State standards to include adding courses necessary for a well-rounded education
	Requires primary consideration be given to providing extended learning time	Allows extended learning time, but does not require it be given “primary consideration”
	Allows for activities to “minimize removing children from the regular classroom during regular schools hours”	More specific than NCLB: allows for schoolwide tiered models to prevent and address behavior problems and early intervention services coordinated with similar activities carried out under IDEA  Requires an assurance of schools complying with NCLB language
	Allows funds to be used to provide instruction by highly qualified teachers (HQT)	Does not list this as a use of funds  (this does not necessarily mean funds cannot be used for personnel—ESSA just deletes this because of ESSA’s removal of the HQT definition)
	Requires LEAs on an ongoing basis, to review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance	Requires this only in the form on an assurance from the LEA

**Title I, Part A, Section 1115, Targeted Assistance Schools  
Changes from NCLB to ESSA**

	<b>NCLB</b>	<b>ESSA</b>
<b>Comprehensive services</b>	<p>Allowed the following activities in case of school using funds for comprehensive services:</p> <ul style="list-style-type: none"> <li>• The provision of basic medical equipment, such as eyeglasses and hearing aids;</li> <li>• Compensation of a coordinator; and</li> <li>• Professional development necessary to assist teachers, pupil services personnel, other staff, and parents in identifying and meeting the comprehensive needs of eligible children</li> </ul>	<p>Added the following as allowable uses of funds in case of school using funds for comprehensive services:</p> <ul style="list-style-type: none"> <li>• Family support and engagement; and</li> <li>• Integrated student supports.</li> </ul>
<b>Newly Allowed Use</b>	No mention of using funds for dual or concurrent enrollment	Explicitly allows for funds to be used for dual or concurrent enrollment
<b>Secretary prohibition</b>	No mention of prohibiting Secretary from asking to see a needs assessment	Explicitly prohibits Secretary from requesting from a school or LEA a copy of a needs assessment
<b>Delivery of Services</b>	No mention of allowing non- or for-profit entities to provide services in a targeted assistance school	Explicitly allows non- and for-profit entities to administer programs under this section