

H. Res. ____

H.R. 5 - Student Success Act

1. Structured rule.
2. Provides one hour of general debate equally divided and controlled by the chair and ranking minority member of the Committee on Education and the Workforce.
3. Waives all points of order against consideration of the bill.
4. Makes in order as original text for the purpose of amendment an amendment in the nature of a substitute consisting of the text of Rules Committee Print 113-18 and provides that it shall be considered as read.
5. Waives all points of order against the amendment in the nature of a substitute.
6. Makes in order only those further amendments printed in the Rules Committee report. Each such amendment may be offered only in the order printed in the report, may be offered only by a Member designated in the report, shall be considered as read, shall be debatable for the time specified in the report equally divided and controlled by the proponent and an opponent, may be withdrawn by its proponent at any time before action thereon, shall not be subject to amendment, and shall not be subject to a demand for division of the question.
7. Waives all points of order against the amendments printed in the report.
8. Provides one motion to recommit with or without instructions.

RESOLUTION

Resolved, That at any time after the adoption of this resolution the Speaker may, pursuant to clause 2(b) of rule XVIII, declare the House resolved into the Committee of the Whole House on the state of the Union for consideration of the bill (H.R. 5) to support State and local accountability for public education, protect State

and local authority, inform parents of the performance of their children's schools, and for other purposes. The first reading of the bill shall be dispensed with. All points of order against consideration of the bill are waived. General debate shall be confined to the bill and shall not exceed one hour equally divided and controlled by the chair and ranking minority member of the Committee on Education and the Workforce. After general debate the bill shall be considered for amendment under the five-minute rule. In lieu of the amendment in the nature of a substitute recommended by the Committee on Education and the Workforce now printed in the bill, it shall be in order to consider as an original bill for the purpose of amendment under the five-minute rule an amendment in the nature of a substitute consisting of the text of Rules Committee Print 113-18. That amendment in the nature of a substitute shall be considered as read. All points of order against that amendment in the nature of a substitute are waived. No amendment to that amendment in the nature of a substitute shall be in order except those printed in the report of the Committee on Rules accompanying this resolution. Each such amendment may be offered only in the order printed in the report, may be offered only by a Member designated in the report, shall be considered as read, shall be debatable for the time specified in the report equally divided and controlled by the proponent and an opponent, may be withdrawn by the proponent at any time before action thereon, shall not be subject to amendment, and shall not be subject to a demand for division of the question in the House or in the Committee of the Whole. All points of order against such amendments are waived. At the conclusion of consideration of the bill for amendment the Committee shall rise and report the bill to the House with such amendments as may have been adopted. Any Member may demand a separate vote in the House on any amendment adopted in the Committee of the Whole to the bill or to the amendment in the nature of a substitute made in order as original text. The previous question shall be considered as ordered on the bill and amendments thereto to final passage without intervening motion except one motion to recommit with or without instructions.

SUMMARY OF AMENDMENTS PROPOSED TO BE MADE IN ORDER

(summaries derived from information provided by sponsors)

Sponsor	# Description	Debate Time
1. Kline (MN), Rokita (IN)	#23 (REVISED) MANAGERS Clarifies that a state opting not to receive funds for a program under the Act shall not be required to carry out any of the requirements of such program and that states and school districts can support civics education efforts, and makes other technical improvements.	(10 minutes)

2. Young, Don (AK), Gabbard (HI), Hanabusa (HI), McCollum (MN)	#55 Restores, and make policy improvements to, educational support programs for American Indian, Alaska Native, and Native Hawaiian students which are currently authorized under Title VII of the Elementary and Secondary Education Act and would be diminished by HR 5, the Student Success Act.	(10 minutes)
3. Cárdenas (CA)	#51 (REVISED) Increases the authorized funding level to \$775,000,000 until FY 2019.	(10 minutes)
4. Luetkemeyer (MO)	#32 Expresses the sense of the Congress that States and local education agencies should maintain the rights and responsibilities of determining curriculum and assessments for elementary and secondary education.	(10 minutes)
5. Jackson Lee (TX)	#61 States that if funding for awards to states is not sufficient then funding will be targeted to schools serving neglected, delinquent, migrant students, English learners, at-risk-students, and Native Americans, to increase academic achievements of such students.	(10 minutes)
6. Bentivolio, (MI)	#58 Requires State educational agencies to consult with private sector employers and entrepreneurs as part of its education plan. It also requires the Secretary to have representatives from private sector employers appointed to the peer-review process by reducing practitioners from 75 percent to 65 percent.	(10 minutes)
7. McMorris Rodgers (WA)	#2 Reinstates the 1 percent cap as it relates to students with the most significant cognizant disabilities participating in the alternate assessments; ensures alternate assessments are tied to academic content standards for grade in which student enrolled; and ensures parents are involved in the development of assessments as it relates to the student's individualized education program.	(10 minutes)
8. Reed (NY), McKinley (WV), Owens (NY)	#53 Clarifies that LEA's and SEA's are able to use multiple measures when identifying academic performance measurements instead of the current one-size-fits-all testing assessments.	(10 minutes)
9. Benishek (MI)	#3 (REVISED) Encourages states to include the number of students attaining career and technical education proficiencies enrolled in public secondary schools, in its annual State report card. This information is already required to be collected by the Perkins Act, and would simply streamline access to information to the public.	(10 minutes)
10. Heck (NV)	#19 Provides LEAs with the option of entering into partnerships or contracts with other entities to implement programs that serve youth in, or transitioning out of, institutions and correctional facilities, and youth at-risk of	(10 minutes)

dropping out of school. This would provide LEAs with the option to partner with organizations that have the existing experience and resources to enhance the effectiveness of services provided by school districts to vulnerable populations through the Neglected/Delinquent program in an integrated fashion.

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| 11. Schock (IL),
Meehan (PA) | #44 Ensures that greater authority and governance are restored to local educational agencies as delegated by their States. It also ensures that the Secretary of Education does not impose any additional requirements or burdens on local educational agencies unless explicitly authorized by federal law. | (10 minutes) |
| 12. Scalise (LA),
Bishop, Rob
(UT) | #67 (LATE) (REVISED) States that under Title II in H.R. 5, there would be no federal mandate for States to conduct teacher evaluations. | (10 minutes) |
| 13. Moore,
Gwen (WI),
Wilson (FL) | #29 Delays implementation of new Title II formula until the Secretary of Education determines that the implementation will not reduce funding for schools serving high percentages of students in poverty. | (10 minutes) |
| 14. Bishop, Rob
(UT) | #76 (LATE) Eliminates Subsection C of Section 2111, which allows grant money to bypass states and go directly from the Department of Education to local districts. | (10 minutes) |
| 15. Tonko (NY) | #15 (REVISED) Reserves 10% of existing grant funding under the Teacher and Principal Training and Recruiting Fund for competitive sub grants that would allow organizations with STEM expertise to provide STEM professional development and instructional materials throughout the state for elementary and secondary education. | (10 minutes) |
| 16. Brooks,
Susan (IN), Polis
(CO) | #5 Clarifies that federal funds may be used for computer science education. | (10 minutes) |
| 17. Polis (CO),
Petri (WI) | #25 Allows charter schools to use grant funds for teacher preparation, professional development, and improving school conditions; ensures that charter schools expand outreach to low-income and underserved populations. | (10 minutes) |
| 18. Velázquez
(NY) | #68 (LATE) (REVISED) Requires that applicants consider how to target their services to low-income students and parents, including low-income students and parents who are not proficient in English. | (10 minutes) |
| 19. Mullin,
Markwayne
(OK) | #65 (LATE) (REVISED) Strikes language in the bill that allows consolidated districts to be eligible for payment if they do not qualify after consolidation; strikes language allowing for mid-year adjustment for student counts; | (10 minutes) |

	<p>makes the 8007 Construction Program a competitive grant program.</p>	
20. Garrett (NJ)	#18 Clarifies that states that opt out of receiving funds, or are not awarded funds, under this Act are not required to carry out any of the requirements of the programs under this Act. The amendment also clarifies that states are not required to participate in any program under this Act.	(10 minutes)
21. Broun (GA)	#21 (REVISED) Requires the Secretary of Education to include in their report to Congress the average salary of employees who were determined to be associated with eliminated or consolidated programs or projects by the underlying legislation and a report on the average salaries of the employees of the Department according to their job function.	(10 minutes)
22. Culberson (TX)	#39 (REVISED) Empowers States by giving them the opportunity to accept or reject federal grant money. Grant money rejected by State legislatures would be dedicated to paying off our outstanding national debt.	(10 minutes)
23. Fitzpatrick (PA), Meehan (PA)	#8 (REVISED) Provides a funding condition for state or local educational agency to be eligible for funds, agency personnel cannot facilitate the transfer of an employee if they know, or have probable cause to believe, that the employee has engaged in sexual misconduct with a minor. Agencies must also require employees be subjected to background checks in compliance with the Adam Walsh Child Protection and Safety Act.	(10 minutes)
24. Jackson Lee (TX)	#75 (LATE) Creates a report containing recommendations regarding the advisability of authorizing a state education authority to close a school district over the opposition of a locally elected school board, and regarding best practices governing the exercise of authority by a state education agency in monitoring, supervising and controlling underperforming school districts with particular emphasis on rural and under served school districts.	(10 minutes)
25. Cantor (VA), Bishop, Rob (UT)	#30 Allows Title I funds to follow students to other public schools or charter schools, upon the state opting to allow it.	(10 minutes)
26. Miller, George (CA)	#12 SUBSTITUTE Reauthorizes the Elementary and Secondary Education Act to maintain the civil rights and equity focus of the law and to ensure all students have access to an education that prepares them for college and the workforce. Supports all students, and in particular those who are historically disadvantaged, through access to high quality state- developed standards, a meaningful	(20 minutes)

but flexible accountability and school improvement system, improved and targeted professional development and working conditions for teachers and school leaders, additional learning time and after-school programs, and dedicated supports for wrap-around services for students and a well-rounded education.