

111TH CONGRESS
1ST SESSION

H. R. 4223

To support evidence-based social and emotional learning programming.

IN THE HOUSE OF REPRESENTATIVES

DECEMBER 8, 2009

Mr. KILDEE (for himself, Mr. RYAN of Ohio, and Mrs. BIGGERT) introduced the following bill; which was referred to the Committee on Education and Labor

A BILL

To support evidence-based social and emotional learning programming.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Academic, Social, and
5 Emotional Learning Act of 2009”.

6 **SEC. 2. FINDINGS.**

7 The Congress makes the following findings:

8 (1) To succeed in school, students need to be
9 engaged. They need to know how to maintain focus
10 and effort in the face of setbacks, work effectively

1 with others, and be good communicators and prob-
2 lem-solvers.

3 (2) Social and emotional skills form a founda-
4 tion for young people's success not just in school,
5 but as healthy and caring adults, productive work-
6 ers, and engaged citizens.

7 (3) Not only can these skills be taught, they
8 can be taught by regular classroom teachers in
9 schools of every type to students of every back-
10 ground.

11 (4) Academic outcomes resulting from social
12 and emotional learning include greater motivation to
13 learn and commitment to school, increased time de-
14 voted to schoolwork and mastery of subject matter,
15 improved attendance, graduation rates, grades, and
16 test scores.

17 (5) These positive outcomes increase in stu-
18 dents who are involved in social and emotional learn-
19 ing programming by an average of 11 percentile
20 points over students who are not involved in such
21 programming.

22 (6) Social and emotional learning programming
23 also results in reduced problem behavior, improved
24 health outcomes, a lower rate of violent delinquency,
25 and a lower rate of heavy alcohol use.

1 **TITLE I—GRANTS TO SUPPORT**
2 **EVIDENCE-BASED SOCIAL**
3 **AND EMOTIONAL LEARNING**
4 **PROGRAMMING**

5 **SEC. 101. PURPOSE.**

6 The purpose of this title is to advance student
7 achievement, attainment, and social and emotional devel-
8 opment by establishing Federal grant programs to support
9 social and emotional learning programming in elementary
10 and secondary schools.

11 **SEC. 102. NATIONAL TRAINING AND TECHNICAL ASSIST-**
12 **ANCE CENTER.**

13 (a) GRANT AUTHORIZED.—The Secretary is author-
14 ized to award a grant to establish a National Technical
15 Assistance and Training Center for Social and Emotional
16 Learning that provides training and technical assistance
17 to States, local educational agencies, and community-
18 based organizations to identify, promote, and support evi-
19 dence-based social and emotional learning programming in
20 elementary and secondary schools.

21 (b) AUTHORIZED ACTIVITIES.—Grant funds provided
22 under this section shall be used—

23 (1) to provide technical assistance to States,
24 local educational agencies, and community-based or-
25 ganizations on the effective implementation of social

1 and emotional learning standards and programming
2 to States, including technical assistance on coordi-
3 nated classroom and school-wide programming as
4 well as how to engage families and communities in
5 social and emotional learning efforts;

6 (2) to provide ongoing high-quality professional
7 development to support effective implementation of
8 social and emotional learning standards and pro-
9 gramming;

10 (3) to conduct research and disseminate infor-
11 mation on social and emotional learning standards
12 and programming;

13 (4) to develop and disseminate reliable assess-
14 ment tools to measure student progress in social and
15 emotional development; and

16 (5) to evaluate social and emotional learning
17 programming to determine the impact of such pro-
18 gramming on student achievement and behavior.

19 (c) ELIGIBLE GRANTEE.—The grant may be awarded
20 to a nonprofit organization that has extensive experience
21 in—

22 (1) developing research based standards, in-
23 structional resources, and assessments of social and
24 emotional learning;

1 (2) providing technical assistance to States,
2 local educational agencies, and community-based or-
3 ganizations that are developing and implementing
4 social and emotional learning standards and pro-
5 gramming;

6 (3) providing high-quality professional develop-
7 ment to local educational agency and school per-
8 sonnel in social and emotional learning standards
9 and programming;

10 (4) conducting, analyzing, and disseminating
11 research on social and emotional development and
12 learning; and

13 (5) evaluating social and emotional learning
14 standards and programming.

15 (d) APPLICATION.—Applications shall be submitted
16 at such time and in such manner as the Secretary deter-
17 mines. Applications shall include a description of how the
18 grantee—

19 (1) will use funds consistent with subsection
20 (b); and

21 (2) meets the eligibility requirements described
22 in subsection (c).

23 (e) DURATION OF GRANT.—The grant under this sec-
24 tion shall be awarded for 5 years.

1 (f) REPORT TO SECRETARY.—The grantee shall re-
2 port any information the Secretary deems appropriate at
3 such a time and in such manner as the Secretary shall
4 require.

5 **SEC. 103. GRANTS TO STATES AND LOCAL EDUCATIONAL**
6 **AGENCIES.**

7 (a) GRANTS AUTHORIZED.—The Secretary is author-
8 ized to award competitive grants to States and local edu-
9 cational agencies to work with the National Technical As-
10 sistance and Training Center for Social and Emotional
11 Learning to develop and implement evidence-based social
12 and emotional learning standards and programming in ele-
13 mentary schools and secondary schools.

14 (b) USES OF FUNDS FOR STATES.—

15 (1) REQUIRED ACTIVITIES.—In the case of a
16 State that receives a grant under this section, the
17 State shall carry out the following activities:

18 (A) Create a State social and emotional
19 learning leadership team consisting of, at a
20 minimum, a representative from the State edu-
21 cation agency, a school administrator, an educa-
22 tor, a parent, a representative from an institu-
23 tion of higher education in the State, and a co-
24 ordinator for mental health or pupil support
25 services to guide the planning, implementation,

1 and monitoring of social and emotional learning
2 programming.

3 (B) Develop a State plan outlining policies,
4 standards, or guidelines to support the imple-
5 mentation of evidence-based social and emo-
6 tional learning programming in local edu-
7 cational agencies.

8 (C) Develop a statewide high-quality pro-
9 fessional development framework and student
10 assessment system for State agency staff,
11 school administrators, teachers, and paraprofes-
12 sionals to implement and assess social and emo-
13 tional learning.

14 (D) Disseminate information to educators
15 and the public about advances in research,
16 practices, and policies that foster the social,
17 emotional, and academic growth of students.

18 (E) Engage families and communities in
19 the social and emotional learning of students
20 served.

21 (2) ALLOWABLE ACTIVITIES.—In the case of a
22 State that receives a grant under this section, the
23 State may carry out the following activities:

24 (A) Establish a plan and provide competi-
25 tive subgrants to local education agencies to

1 plan, implement, and evaluate sustainable social
2 and emotional learning programming.

3 (B) Explore the development of public-pri-
4 vate partnerships to fund and support quality
5 implementation and assessment of evidence-
6 based social and emotional learning.

7 (c) USES OF FUNDS FOR LOCAL EDUCATION AGEN-
8 CIES.—In the case of a local educational agency that re-
9 ceives a grant under this section, the local educational
10 agency shall carry out the following activities:

11 (1) Create district and or school social and
12 emotional learning coordinator(s) and coaches who
13 work with planning teams to plan, implement, evalu-
14 ate, and monitor evidence-based social and emotional
15 learning programming.

16 (2) Develop district- and school-level policies
17 and plans to support the implementation, and eval-
18 uation of school-wide, evidence-based social and emo-
19 tional learning programming.

20 (3) Provide ongoing high-quality professional
21 development and on-site coaching to school adminis-
22 trators, teachers, and paraprofessionals who imple-
23 ment and assess evidence-based social and emotional
24 learning.

1 (4) Engage families and communities in the so-
2 cial and emotional development and learning of stu-
3 dents served.

4 (5) Provide resources and supports such as
5 planning time, materials, and training sites for
6 school personnel that implement and assess evi-
7 dence-based social and emotional learning.

8 (6) Monitor program implementation and assess
9 student progress in social and emotional learning
10 over time.

11 (7) Disseminate relevant research and informa-
12 tion on social and emotional development and learn-
13 ing.

14 (d) APPLICATIONS.—

15 (1) IN GENERAL.—Applications shall be sub-
16 mitted at such time and in such manner as the Sec-
17 retary determines.

18 (2) STATE APPLICATION CONTENTS.—A State
19 application shall—

20 (A) describe how the State will implement
21 the required activities described in subsection
22 (b)(1);

23 (B) describe how the State will work with
24 the National Training and Technical Assistance
25 Center;

1 (C) describe how the State will provide on-
2 going support to local education agencies to en-
3 sure effective implementation of evidence-based
4 social and emotional learning standards and
5 programming; and

6 (D) describe benchmarks of success for the
7 State initiative.

8 (3) LOCAL EDUCATIONAL AGENCY APPLICATION
9 CONTENTS.—A local education agency application
10 shall—

11 (A) describe how the local education agen-
12 cy will implement the activities described in
13 subsection (c);

14 (B) describe how the local education agen-
15 cy will work with the National Training and
16 Technical Assistance Center;

17 (C) describe how the local education agen-
18 cy will work with the State to support evidence-
19 based social and emotional learning program-
20 ming and ensure the ongoing support of the
21 local educational agency and school leader in
22 schools where the grant is implemented; and

23 (D) describe benchmarks of success for the
24 local educational agency initiative.

1 (e) PRIORITY.—In awarding grants, the Secretary
2 shall give priority to applicants serving schools—

3 (1) with high numbers or high percentages of
4 low-income students;

5 (2) with high numbers or high percentages of
6 students in schools identified as in need of improve-
7 ment, corrective action, or restructuring under sec-
8 tion 1116 of the Elementary and Secondary Edu-
9 cation Act of 1965 (20 U.S.C. 6316); and

10 (3) having a plan for sustainability of the pro-
11 gram beyond the duration of the grant.

12 (f) DURATION OF GRANT.—Grants under this section
13 shall be awarded for 5 years.

14 (g) REPORT TO SECRETARY.—Grantees shall report
15 any information the Secretary deems appropriate at such
16 a time and in such manner as the Secretary shall require.

17 **SEC. 104. EVALUATION.**

18 The Secretary shall conduct an independent evalua-
19 tion of the activities funded under section 103. This eval-
20 uation shall assess the following:

21 (1) The impact of evidence-based social and
22 emotional learning programming on student achieve-
23 ment and attainment.

24 (2) The impact of evidence-based social and
25 emotional learning on student behavioral outcomes.

1 (3) The impact of professional development in
2 social and emotional learning programming on pro-
3 gram planning and implementation, teacher practice,
4 and student achievement.

5 **SEC. 105. DEFINITIONS.**

6 In this title:

7 (1) INSTITUTION OF HIGHER EDUCATION.—The
8 term “institution of higher education” has the
9 meaning given such term in section 101 of the High-
10 er Education Act of 1965 (20 U.S.C. 1001).

11 (2) LOCAL EDUCATIONAL AGENCY; STATE EDU-
12 CATIONAL AGENCY.—The terms “local educational
13 agency” and “State educational agency” have the
14 meanings given the terms in section 9101 of the Ele-
15 mentary and Secondary Education Act of 1965 (20
16 U.S.C. 7801).

17 (3) SOCIAL AND EMOTIONAL LEARNING.—The
18 term “social and emotional learning” is the process
19 through which children and adults acquire the
20 knowledge, attitudes, and skills associated with the
21 core areas of social and emotional competency in-
22 cluding—

23 (A) self-awareness and self management to
24 achieve school and life success, such as: identi-
25 fying and recognizing strengths, needs, emo-

tions, values and self-efficacy, impulse control and stress management, self-motivation and discipline, and goal setting and organizational skills;

(B) social awareness and interpersonal skills to establish and maintain positive relationships, such as: perspective taking and respect for others, communication, working cooperatively, negotiation, conflict management, help seeking; and

(C) decisionmaking skills and responsible behaviors in personal, academic and community contexts, such as: situational analysis, problem solving, reflection and personal, social and ethical responsibility.

(4) SOCIAL AND EMOTIONAL LEARNING PROGRAMMING.—The term “social and emotional learning programming” refers to classroom instruction and schoolwide activities and initiatives that—

(A) integrate social and emotional learning into school curriculum;

(B) provide systematic instruction whereby social and emotional skills are taught, modeled, practiced, and applied so that students use them as part of their daily behavior;

1 (C) teach children to apply social and emo-
 2 tional skills to prevent specific problem behav-
 3 iors such as substance use, violence, bullying,
 4 and school failure, and to promote positive be-
 5 haviors in class, school, and community activi-
 6 ties; and

7 (D) establish safe, caring, learning envi-
 8 ronments that foster student participation, en-
 9 gagement, and connection to learning and
 10 school.

11 (5) STATE.—The term “State” means each of
 12 the several States of the United States, the District
 13 of Columbia, and the Commonwealth of Puerto Rico.

14 **SEC. 106. AUTHORIZATION OF APPROPRIATIONS.**

15 There are authorized to be appropriated to carry out
 16 this title—

17 (1) \$5,000,000 for fiscal year 2010 to carry out
 18 section 102;

19 (2) \$30,000,000 for fiscal year 2010 of which—

20 (A) 5 percent shall be reserved to carry out
 21 section 104;

22 (B) 25 percent shall be reserved for grants
 23 to States under section 103; and

24 (C) 70 percent for grants to local edu-
 25 cation agencies under section 103; and

1 (3) such sums as may be necessary for fiscal
 2 years 2011 through 2014.

3 **TITLE II—ELEMENTARY AND**
 4 **SECONDARY EDUCATION ACT**
 5 **AMENDMENTS**

6 **SEC. 201. AMENDMENTS TO THE ELEMENTARY AND SEC-**
 7 **ONDARY EDUCATION ACT.**

8 (a) SCHOOL DROPOUT PREVENTION INITIATIVE.—
 9 Subpart 2 of part H of title I of the Elementary and Sec-
 10 ondary Education Act of 1965 (20 U.S.C. 6561 et seq.)
 11 is amended—

12 (1) in section 1822(b)(1), by redesignating sub-
 13 paragraphs (H) through (J) as subparagraphs (I)
 14 through (K), respectively, and inserting after sub-
 15 paragraph (G) the following:

16 “(H) implementing social and emotional
 17 learning programming;”; and

18 (2) in section 1825(2)—

19 (A) after “creating alternative school pro-
 20 grams,” strike “and”; and

21 (B) strike the period at the end and insert
 22 “, and implementing social and emotional learn-
 23 ing programming.”.

24 (b) TEACHER AND PRINCIPAL TRAINING AND RE-
 25 CRUITING FUND.—Part A of title II is the Elementary

1 and Secondary Education Act of 1965 (20 U.S.C. 6601
2 et seq.) is amended—

3 (1) in section 2113(c)(2)—

4 (A) by striking “and” at the end of sub-
5 paragraph (A);

6 (B) by striking the period at the end of
7 subparagraph (B) and insert “; and”; and

8 (C) by adding at the end the following:

9 “(C) train teachers and principals in prac-
10 tices that have demonstrated effectiveness in
11 improving student achievement, attainment,
12 and behavior through addressing the social and
13 emotional development needs of students such
14 as through social and emotional learning pro-
15 gramming.”; and

16 (2) in section 2123(a)(3)(B)(iii)—

17 (A) by striking “and” at the end of (I);

18 (B) by redesignating subclause (II) as sub-
19 clause (III); and

20 (C) by inserting after subclause (I) the fol-
21 lowing:

22 “(II) addressing the social and
23 emotional development needs of stu-
24 dents to improve student achievement
25 and attainment such as through social

1 and emotional learning programming;
2 and”.

3 (c) SAFE AND DRUG-FREE SCHOOLS AND COMMU-
4 NITIES.—Part A of title IV of the Elementary and Sec-
5 ondary Education Act of 1965 (20 U.S.C. 7101 et seq.)
6 is amended—

7 (1) in section 4112—

8 (A) in subsection (a)(5)(B), by inserting
9 before the semicolon “and developing and im-
10 plementing programming that addresses the so-
11 cial and emotional development needs of stu-
12 dents”; and

13 (B) in (c)(2)(D)—

14 (i) by striking “and” at the end of
15 clause (ii);

16 (ii) by redesignating clause (iii) as
17 clause (iv); and

18 (iii) by inserting after clause (ii) the
19 following:

20 “(iii) training, technical assistance,
21 and demonstration projects to foster a safe
22 and drug-free learning environment by ad-
23 dressing the social and emotional develop-
24 ment needs of students through social and
25 emotional learning programming; and”;

1 (2) in section 4114(d)(7)—

2 (A) in subparagraph (C), by inserting be-
3 fore the semicolon “and to promote the positive
4 social and emotional development of students”;
5 and

6 (B) in subparagraph (E)—

7 (i) by redesignating clauses (iii)
8 through (v) as clauses (iv) through (vi), re-
9 spectively; and

10 (ii) by inserting after clause (ii) the
11 following:

12 “(iii) promotes the positive social and
13 emotional development of students;”;

14 (3) in section 4115—

15 (A) in subsection (a)(1)—

16 (i) by redesignating subparagraphs
17 (B) through (E) as subparagraphs (C)
18 through (F), respectively; and

19 (ii) by inserting after subparagraph
20 (A) the following:

21 “(B) consider the social and emotional de-
22 velopment needs of the students;”;

23 (B) in subsection (b)—

24 (i) in paragraph (1)(A), by inserting
25 before the semicolon the following: “and

promotes the positive social and emotional development of students”;

(ii) in paragraph (2)(A)—

(I) by redesignating clauses (iii) through (vii) as clauses (iv) through (viii), respectively; and

(II) by inserting after clause (ii) the following:

“(iii) promote the positive social and emotional development of students, such as through social and emotional learning programming;” and

(iii) in paragraph (2)(E)—

(I) by redesignating clauses (vii) through (xxii) as clauses (viii) through (xxiii), respectively; and

(II) by inserting after clause (vi) the following:

“(vii) Social and emotional learning programming that have proven effective in addressing the academic, social and emotional development needs of students and in creating safe and drug free learning environments.”; and

(4) in section 4121(a)(2)—

1 (A) in subparagraph (C), by striking
2 “and” at the end;

3 (B) in subparagraph (D), by adding “and”
4 at the end; and

5 (C) by adding at the end the following:

6 “(E) social and emotional learning pro-
7 gramming that have proven effective in address-
8 ing the academic, social, and emotional develop-
9 ment needs of students and in creating safe and
10 drug-free learning environments;”.

○