

112TH CONGRESS  
2D SESSION

# S. 3711

To provide secondary school students with the opportunity to participate in a high-quality internship program as part of a broader districtwide work-based learning program.

---

## IN THE SENATE OF THE UNITED STATES

DECEMBER 27, 2012

Mr. BLUMENTHAL (for himself and Mr. FRANKEN) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

---

## A BILL

To provide secondary school students with the opportunity to participate in a high-quality internship program as part of a broader districtwide work-based learning program.

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 “Student Internship Op-  
5       portunity Act”.

6       **SEC. 2. FINDINGS.**

7       Congress finds the following:

1           (1) According to the Department of Labor,  
2           nearly two-thirds of new jobs created nationally be-  
3           tween 2004 and 2014 will be filled by workers with  
4           some postsecondary education, as will almost 90 per-  
5           cent of jobs with higher than average growth and  
6           higher than average earnings created over the same  
7           period. Individuals with less education are more like-  
8           ly to be unemployed or out of the labor force.

9           (2) Research demonstrates that students ex-  
10          posed to integrated curricula combined with work-  
11          based learning and career guidance earned 18 per-  
12          cent more over a 4-year period after high school  
13          graduation. Working for a moderate number of  
14          hours during high school can also positively impact  
15          the future educational and occupational attainment  
16          of students.

17          (3) 69 percent of students who drop out of high  
18          school state that they were not engaged in the high  
19          school curriculum and experience.

20          (4) The relevance of coursework to postsec-  
21          ondary education and career are important to stu-  
22          dent motivation and engagement. One study found  
23          that abstract academic education unconnected to a  
24          career was only satisfying to students who were cer-

1       tain that they would get a baccalaureate degree to  
2       meet their career aspirations.

3           (5) Research shows that many people learn bet-  
4       ter when they are taught concepts in context. When  
5       coordinated with the academic coursework of stu-  
6       dents, work-based learning can reinforce and  
7       strengthen academic competencies. By allowing stu-  
8       dents to apply what they are learning to real-life sit-  
9       uations and problems of significance, work-based  
10      learning opportunities can help youth develop 21st  
11      century skills, such as problem solving, critical  
12      thinking, teamwork, and project management. By  
13      providing students with first-hand exposure to jobs  
14      and industry professionals, work-based learning can  
15      deepen career aspirations and employability skills.

16           (6) In a recent State study, students enrolled in  
17      comprehensive career and technical education pro-  
18      grams improved their grade point averages more  
19      than those in a comparison group, and had similar  
20      post-high school outcomes despite being lower-  
21      achieving and from lower socioeconomic back-  
22      grounds.

23           (7) A comprehensive review of research on  
24      work-based learning found evidence that work-based  
25      learning can foster development of problem identi-

1        fication, flexible problem solving, and other higher-  
 2        order thinking skills, as needed in both higher edu-  
 3        cation and careers.

4            (8) According to the Organisation for Economic  
 5        Co-operation and Development, the Program for  
 6        International Student Assessment (PISA) defines  
 7        problem solving as the capacity of an individual to  
 8        engage in cognitive processing to understand and re-  
 9        solve problem situations where a solution is not im-  
 10       mediately obvious. The definition includes the will-  
 11       ingness to engage with such situations in order to  
 12       achieve one's potential as a constructive and reflec-  
 13       tive citizen.

14    **SEC. 3. PURPOSE.**

15        The purpose of this Act is to provide secondary school  
 16        students with the opportunity to participate in a high-  
 17        quality internship program as part of a broader school dis-  
 18        trictwide work-based learning program, in order to in-  
 19        crease the number of students who—

20            (1) graduate from secondary schools with work-  
 21        based experience; and

22            (2) are well-prepared to pursue a full range of  
 23        postsecondary opportunities, including 2-year and 4-  
 24        year programs of study at institutions of higher edu-  
 25        cation, apprenticeships, military service, technical

1 training, and employment in in-demand industry sec-  
2 tors or occupations.

3 **SEC. 4. DEFINITIONS.**

4 In this Act:

5 (1) CAREER AWARENESS.—The term “career  
6 awareness” means activities designed to build stu-  
7 dent awareness of the variety of careers available for  
8 the purpose of identifying areas of interest.

9 (2) CAREER EXPLORATION.—The term “career  
10 exploration” means activities designed for students  
11 to explore a variety of career options, including any  
12 career prerequisites, for the purpose of increasing  
13 student engagement and motivation and informing  
14 student decisionmaking.

15 (3) CAREER PRACTICUM.—The term “career  
16 practicum” means activities that extend and deepen  
17 classroom work and support the development of col-  
18 lege and career readiness skills through real-world  
19 work experience and engagement with adults outside  
20 of school.

21 (4) COLLEGE AND CAREER READINESS  
22 SKILLS.—The term “college and career readiness  
23 skills” means—

24 (A) academic skills and competencies;

1 (B) problem solving and critical thinking  
2 skills;

3 (C) the ability to work collaboratively;

4 (D) the ability to communicate effectively  
5 using a variety of mediums;

6 (E) interpersonal and intrapersonal college  
7 and career ready skills such as initiative, perse-  
8 verance, self-direction, and professionalism;

9 (F) technical and occupation-specific skills;  
10 and

11 (G) knowledge of the varying aspects and  
12 positions within an industry, including specific  
13 workplace skills, context, and culture.

14 (5) ELIGIBLE ENTITY.—The term “eligible enti-  
15 ty” means an entity that—

16 (A) is comprised of 1 or more local edu-  
17 cational agencies or area career and technical  
18 education schools (as defined in section 3 of the  
19 Carl D. Perkins Career and Technical Edu-  
20 cation Act of 2006 (20 U.S.C. 2302));

21 (B) has entered into a memorandum of un-  
22 derstanding with not less than 1 business or in-  
23 dustry partner in an in-demand industry sector  
24 or occupation, a State or local workforce board,

1 a community-based or nonprofit organization,  
 2 or a qualified intermediary; and

3 (C) may include an institution of higher  
 4 education.

5 (6) IN-DEMAND INDUSTRY SECTOR OR OCCUPA-  
 6 TION.—

7 (A) IN GENERAL.—The term “in-demand  
 8 industry sector or occupation” means—

9 (i) an industry sector that—

10 (I) has a substantial current or  
 11 potential impact on the regional econ-  
 12 omy overall, including attracting or  
 13 retaining businesses or quality jobs  
 14 (including, at a minimum, jobs that  
 15 lead to economic self-sufficiency and  
 16 opportunities for advancement) in the  
 17 region;

18 (II) contributes to the growth of  
 19 other supporting businesses or the  
 20 growth of other industry sectors with-  
 21 in the region;

22 (III) provides workers with jobs  
 23 that have competitive, family-sus-  
 24 taining wages and benefits; and

1 (IV) includes occupations that  
 2 provide opportunities for career ad-  
 3 vancement; or

4 (ii) an occupation that—

5 (I) has a significant presence in  
 6 an industry sector;

7 (II) has a shortage of available  
 8 skilled workers;

9 (III) pays competitive, family-  
 10 sustaining wages and benefits that en-  
 11 able workers to achieve economic self-  
 12 sufficiency, or can reasonably be ex-  
 13 pected to lead to a position with such  
 14 wages and benefits;

15 (IV) provides opportunities for  
 16 career advancement; and

17 (V) has a significant impact in  
 18 the economy of a region.

19 (B) DETERMINATION.—The determination  
 20 of whether an industry sector or occupation is  
 21 an in-demand industry sector or occupation  
 22 under this paragraph shall—

23 (i) be made by the applicant and re-  
 24 viewed by the Secretary during the applica-  
 25 tion process;

1 (ii) be made using State or regional  
 2 business and labor market projections, in-  
 3 cluding the use of labor market informa-  
 4 tion; and

5 (iii) be aligned with the in-demand in-  
 6 dustry sectors or occupations identified by  
 7 the State Workforce Investment Board or  
 8 by the local workforce investment board  
 9 (as established in section 111 or 117, re-  
 10 spectively, of the Workforce Investment  
 11 Act of 1998 (20 U.S.C. 2821, 2832)) for  
 12 a region, where applicable.

13 (7) INSTITUTION OF HIGHER EDUCATION.—The  
 14 term “institution of higher education” has the  
 15 meaning given the term in section 101 of the Higher  
 16 Education Act of 1965 (20 U.S.C. 1001).

17 (8) INTERNSHIP.—The term “internship”  
 18 means the culminating experience in a work-based  
 19 learning continuum that—

20 (A) is youth-centered and supports student  
 21 internship plans;

22 (B) provides secondary school students  
 23 with opportunities to acquire college and career  
 24 readiness skills and investigate fields of interest

1 related to the career and postsecondary edu-  
2 cation goals of the students;

3 (C) is informed by regional labor market  
4 information;

5 (D) is aligned with, and reinforces, the  
6 academic and technical coursework and cur-  
7 riculum of participating students and promotes  
8 the development of college and career readiness  
9 skills;

10 (E) ensures that participating students re-  
11 ceive compensation for their work, such as sec-  
12 ondary or postsecondary academic credit, pay-  
13 ment for postsecondary education, a wage or  
14 stipend, payment for certification exams, or a  
15 combination thereof;

16 (F) provides a meaningful contribution to  
17 the organizational goals of the internship pro-  
18 vider;

19 (G) facilitates opportunities for a partici-  
20 pating student to engage in a structured reflec-  
21 tion of the experience of the student and receive  
22 a performance assessment by the supervisor of  
23 the student;

1 (H) is of significant duration and fre-  
 2 quency over the course of the school year, se-  
 3 mester, or summer; and

4 (I) complies with the Fair Labor Stand-  
 5 ards Act of 1938 (29 U.S.C. 201 et seq.) and  
 6 the regulations promulgated under that Act.

7 (9) LOCAL EDUCATIONAL AGENCY.—The term  
 8 “local educational agency” has the meaning given  
 9 the term in section 9101 of the Elementary and Sec-  
 10 ondary Education Act of 1965 (20 U.S.C. 7801).

11 (10) QUALIFIED INTERMEDIARY.—The term  
 12 “qualified intermediary” means an entity that—

13 (A) has demonstrated expertise to engage,  
 14 build, connect, convene, sustain, and evaluate  
 15 the performance of partnerships with entities  
 16 such as—

- 17 (i) employers;
- 18 (ii) industries;
- 19 (iii) schools;
- 20 (iv) community-based organizations;
- 21 (v) institutions of higher education;
- 22 (vi) social service organizations;
- 23 (vii) economic development organiza-
- 24 tions; and
- 25 (viii) workforce systems;

(B) facilitates services, resources, and supports to youth and the organizations and systems that are designed to serve them, including—

(i) connecting employers to classrooms;

(ii) designing and implementing a work-based learning continuum;

(iii) developing or providing curricula;

(iv) delivering professional development; and

(v) connecting students to internships and other work-based learning opportunities; and

(C) has the capacity to interpret and translate labor market information to inform the development of work-based learning opportunities.

(11) SECONDARY SCHOOL.—The term “secondary school” has the meaning given the term in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

(12) SECONDARY SCHOOL GRADUATION RATE.—The term “secondary school graduation

1 rate” means the 4-year adjusted cohort graduation  
 2 rate, which is—

3 (A) the number of students who graduated  
 4 in 4 years with a regular diploma; divided by

5 (B) the number of students in the original  
 6 9th grade cohort for the graduating class—

7 (i) plus the number of students who  
 8 transferred in to the cohort’s grade at the  
 9 secondary school during the 4-year cohort  
 10 period; and

11 (ii) minus the number of students who  
 12 transferred out of the cohort’s grade at the  
 13 secondary school during the 4-year cohort  
 14 period.

15 (13) SECRETARY.—The term “Secretary”  
 16 means the Secretary of Education.

17 (14) STUDENT INTERNSHIP PLAN.—The term  
 18 “student internship plan” means a written plan—

19 (A) developed for the purpose of identi-  
 20 fying—

21 (i) student goals and learning objec-  
 22 tives; and

23 (ii) the role of work-based learning in  
 24 meeting those goals; and

25 (B) agreed to by—

1 (i) the secondary school student (and  
 2 the parent or legal guardian of the student  
 3 if the student is less than 18 years old);

4 (ii) a qualified representative from the  
 5 school at which the student is enrolled,  
 6 such as the school principal, teacher, guid-  
 7 ance counselor, or college and career coun-  
 8 selor; and

9 (iii) the internship supervisor or pro-  
 10 vider.

11 (15) WORK-BASED LEARNING.—The term  
 12 “work-based learning” means coordinated,  
 13 sequenced, applied learning opportunities for stu-  
 14 dents that—

15 (A) are part of a broader work-based  
 16 learning continuum that includes both pre- and  
 17 post-internship activities;

18 (B) are available at each secondary school  
 19 that is served by a local educational agency that  
 20 participates in the grant program under this  
 21 Act, and may be scaled across grades within the  
 22 individual secondary school;

23 (C) are integrated with academic  
 24 coursework; and

1 (D) can occur in a workplace or commu-  
 2 nity setting, and may include service-learning.

3 (16) WORK-BASED LEARNING CONTINUUM.—

4 The term “work-based learning continuum” means a  
 5 continuum of work-based learning experiences  
 6 that—

7 (A) help build and develop college and ca-  
 8 reer readiness skills among participating stu-  
 9 dents, including career awareness, career explo-  
 10 ration, and career practicum; and

11 (B) culminates in an internship and may  
 12 include other activities and experiences designed  
 13 to strengthen college and career readiness skills  
 14 through applied learning.

15 **SEC. 5. GRANTS AUTHORIZED.**

16 (a) IN GENERAL.—The Secretary is authorized to  
 17 award grants, on a competitive basis, to eligible entities  
 18 for the development and implementation of equitable, com-  
 19 prehensive, districtwide opportunities for secondary school  
 20 students to participate in an internship program as part  
 21 of a broader work-based learning continuum.

22 (b) DURATION.—Each grant awarded shall be for a  
 23 minimum of a 3-year period and a maximum of a 5-year  
 24 period and may be renewed based on performance as de-  
 25 termined by the Secretary.

1 (c) GRANT AMOUNT.—The Secretary shall ensure  
 2 that each grant awarded to an eligible entity under this  
 3 Act is of sufficient size and scope to enable the eligible  
 4 entity to carry out the grant activities described in section  
 5 7.

6 (d) GEOGRAPHIC DISTRIBUTION.—The Secretary  
 7 shall ensure that grants under this Act are awarded to  
 8 eligible entities that—

9 (1) meet the grant application requirements de-  
 10 scribed in section 6; and

11 (2) represent different geographic regions of the  
 12 United States, including urban and rural areas.

13 (e) RESERVATION OF FUNDS.—From the amounts  
 14 appropriated under section 9, the Secretary shall reserve  
 15 not less than 1 percent and not more than 2 percent for—

16 (1) the evaluation of activities implemented  
 17 under this Act;

18 (2) technical assistance; and

19 (3) the dissemination of information on effec-  
 20 tive internship and work-based learning programs.

21 **SEC. 6. APPLICATION.**

22 (a) IN GENERAL.—An eligible entity desiring a grant  
 23 under this Act shall submit an application to the Secretary  
 24 at such time, in such manner, and containing such infor-  
 25 mation as the Secretary may reasonably require.

1 (b) CONTENTS OF INTERNSHIP PLAN.—Each appli-  
2 cation submitted under this section shall include the goals  
3 and strategies for developing and providing secondary  
4 school students with an opportunity to participate in a  
5 student-focused internship program as the culminating ex-  
6 perience of a broader work-based learning continuum, in-  
7 cluding—

8 (1) a description of how the work-based learn-  
9 ing program will address rigorous academic content  
10 knowledge that prepares secondary school students  
11 for success in institutions of higher education and  
12 careers without the need for remediation at the post-  
13 secondary level;

14 (2) a description of the work-based learning  
15 continuum that will prepare and provide opportuni-  
16 ties for secondary school students to participate in  
17 an internship as a culminating experience in the con-  
18 tinuum, which description shall include—

19 (A) the internship program implementation  
20 timeline;

21 (B) a description of any changes to the  
22 secondary school schedule, including restruc-  
23 turing or extending the school day and coordi-  
24 nation with any after-school or out-of-school-  
25 time programs;

1 (C) the number, percentage, and grade  
2 level of students to be served under the grant;

3 (D) the creation and implementation of  
4 student internship plans for each student  
5 served;

6 (E) a description of the opportunities for  
7 students to engage in structured reflection on  
8 their student internship plan and internship ex-  
9 periences;

10 (F) a plan for pre-internship preparation  
11 for the students, such as review of regional  
12 labor market information, employer classroom  
13 visits, field trips, or job-shadowing;

14 (G) a plan for classroom-based internship  
15 support activities;

16 (H) a plan for student transportation;

17 (I) a plan for post-internship activities;

18 and

19 (J) a description of the participant com-  
20 pensation for the work of the participating stu-  
21 dents, such as wages, stipends, or the number  
22 of secondary or postsecondary credits partici-  
23 pants may receive upon completion of the in-  
24 ternship program;

1           (3) a description of how the work-based learn-  
2       ing continuum and internship experience will im-  
3       prove outcomes for low-income and underserved stu-  
4       dents, based on evidence;

5           (4) identification of program goals and per-  
6       formance indicators, including student academic per-  
7       formance indicators and student participation, at-  
8       tendance, engagement, and internship completion,  
9       and other outcomes, such as secondary school grad-  
10      uation, institution of higher education enrollment,  
11      and decreased need for postsecondary remediation;

12           (5) a plan to assess—

13               (A) the performance of the intern against  
14              college and career readiness skills and at-  
15              tributes; and

16               (B) the quality of each internship program  
17              in the areas of internship experience, prepara-  
18              tion, connection to an in-demand industry sec-  
19              tor or occupation, responsibilities, and engage-  
20              ment;

21           (6) a memorandum of understanding between  
22       members of the eligible entity and a description of  
23       partnership requirements and expectations and indi-  
24       vidual member responsibilities;

1           (7) where applicable, a memorandum of under-  
2           standing between the eligible entity and an institu-  
3           tion of higher education regarding the provision and  
4           cost of any postsecondary credits earned by partici-  
5           pating students;

6           (8) the identification of, and a plan to address,  
7           any State or local worker's compensation, minimum  
8           work age, safety, or liability issues for work-based  
9           learning that occurs outside of school property or  
10          outside of regular school hours;

11          (9) an assurance that the internship provider  
12          complies with all provisions of the Fair Labor  
13          Standards Act of 1938 (29 U.S.C. 201 et seq.);

14          (10) an assurance that business or industry em-  
15          ployees are neither replaced nor displaced by an in-  
16          tern participating in the program;

17          (11) an assessment of, and a plan to address,  
18          any attendance policies, scheduling policies, or other  
19          policies related to compensating interns, including  
20          the number of credits that may be earned and time  
21          students may spend outside of the classroom, that  
22          may serve as barriers to program implementation or  
23          graduation from secondary school in the standard  
24          number of years;

1           (12) the means by which the eligible entity will  
2           encourage and support the full participation of sec-  
3           ondary school students who are children with disabil-  
4           ities, as defined in section 602 of the Individuals  
5           with Disabilities Education Act (20 U.S.C. 1401),  
6           students from low-income families, and diverse  
7           learners, including English language learners, in the  
8           activities funded under the grant;

9           (13) an assurance that students are not tracked  
10          or directed into certain internships or career paths  
11          and that a variety of internship choices of com-  
12          parable rigor and quality are provided to students;

13          (14) a description of supplemental support serv-  
14          ices provided, such as academic counseling and coun-  
15          seling regarding institutions of higher education and  
16          careers, including the provision of labor market in-  
17          formation and mentoring;

18          (15) a plan that provides professional develop-  
19          ment opportunities, including time and resources to  
20          enable participation, to teachers and internship su-  
21          pervisors and employers to ensure that student in-  
22          ternships are aligned with and reinforce academic  
23          content and college and career readiness skills;

24          (16) a plan that—

1 (A) supports ongoing communication be-  
2 tween participating teachers, administrators,  
3 and internship supervisors or employers in an  
4 effort to share and monitor student data and to  
5 assess and support student performance; and

6 (B) ensures that such communication and  
7 student data sharing complies with the require-  
8 ments, including requirements for consent, of  
9 section 444 of the General Education Provi-  
10 sions Act (20 U.S.C. 1232g) (commonly known  
11 as the “Family Educational Rights and Privacy  
12 Act of 1974”);

13 (17) a program sustainability plan that—

14 (A) leverages Federal and non-Federal  
15 funding (including in-kind resources);

16 (B) builds a broad-based coalition of sup-  
17 port among secondary schools, employers, par-  
18 ents, institutions of higher education, State or  
19 local workforce boards, community based orga-  
20 nizations, philanthropy, and other partners  
21 through outreach and communication efforts;  
22 and

23 (C) may establish an advisory board that  
24 includes representatives from participating  
25 schools, businesses, community-based organiza-

1           tions, philanthropy, institutions of higher edu-  
2           cation, workforce boards, and qualified inter-  
3           mediaries;

4           (18) the requirement of a cash or in-kind match  
5           from employer partners, such as covering the cost of  
6           transportation, training, and materials;

7           (19) a description of how the strategies imple-  
8           mented under this Act strengthen, leverage, do not  
9           duplicate, and align with programs within the com-  
10          munity served that are funded under the Workforce  
11          Investment Act of 1998 (29 U.S.C. 2801 et seq.),  
12          the Carl D. Perkins Career and Technical Education  
13          Act of 2006 (20 U.S.C. 2301 et seq.), the Elemen-  
14          tary and Secondary Education Act of 1965 (20  
15          U.S.C. 6301 et seq.), and the Higher Education Act  
16          of 1965 (20 U.S.C. 1001 et seq.); and

17          (20) in the case of an eligible entity that in-  
18          cludes a local educational agency that serves more  
19          than 1 secondary school, if districtwide implementa-  
20          tion is not feasible within 1 year, a description of  
21          how the local educational agency will increase the  
22          scale of the grant program on an annual basis such  
23          that all secondary schools served by the local edu-  
24          cational agency will be served by the grant program

1 before the end of the grant period or prior to the  
2 time of grant renewal.

3 **SEC. 7. USE OF GRANT FUNDS.**

4 (a) IN GENERAL.—An eligible entity that receives a  
5 grant under this Act shall use funds to implement district-  
6 wide opportunities for students to participate in an intern-  
7 ship program as part of a work-based learning continuum,  
8 including—

9 (1) providing professional development and sup-  
10 porting ongoing communication and opportunities  
11 for coordination, including through—

12 (A) the use of technology between teachers  
13 and internship supervisors or employers;

14 (B) data sharing that complies with the re-  
15 quirements, including requirements for consent,  
16 of section 444 of the General Education Provi-  
17 sions Act (20 U.S.C. 1232g) (commonly known  
18 as the “Family Educational Rights and Privacy  
19 Act of 1974”) and the development of ways to  
20 support student participation and success to en-  
21 sure that—

22 (i) internship activities and respon-  
23 sibilities are aligned with and reinforce  
24 academic content and college and career  
25 readiness skills; and

1 (ii) classroom teaching incorporates  
2 high-quality connections to work-based  
3 learning; and

4 (C) supporting student placement and stu-  
5 dent and program assessment;

6 (2) providing nonacademic and academic sup-  
7 port, such as tutoring, to support the improvement  
8 of skills;

9 (3) increasing student access to school-based  
10 college and career counselors and integrated sup-  
11 ports;

12 (4) providing or facilitating the transportation  
13 required for a student to fully participate in the ac-  
14 tivities funded under the grant;

15 (5) developing and implementing a work-based  
16 learning and internship program curriculum and as-  
17 sessments to ensure that internship activities and re-  
18 sponsibilities are aligned to and reinforce academic  
19 content and college and career readiness skills;

20 (6) providing for the cost of postsecondary  
21 credits for participating secondary students such  
22 that the credits are of no cost to the student;

23 (7) restructuring the school day—

24 (A) to accommodate work-based learning  
25 opportunities and scheduling; and

1 (B) to allow participating students to earn  
2 course credit for participation in an internship  
3 program that may occur outside of school hours  
4 or during the summer, in addition to during  
5 regular school hours;

6 (8) providing technological support, including  
7 investments in data systems and sharing of data (in  
8 compliance with the requirements, including require-  
9 ments for consent, of section 444 of the General  
10 Education Provisions Act (20 U.S.C. 1232g) (com-  
11 monly known as the “Family Educational Rights  
12 and Privacy Act of 1974”) between members of the  
13 eligible entity, such as student attendance, credit ac-  
14 crual, and performance-based assessments in an ef-  
15 fort to monitor, evaluate, and support student  
16 progress;

17 (9) contracting with qualified intermediaries to  
18 connect students to and support high-quality intern-  
19 ships and work-based learning opportunities; and

20 (10) providing technical assistance and support  
21 to internship providers in implementing the intern-  
22 ship program.

23 (b) PROHIBITION.—An eligible entity that receives a  
24 grant under this Act shall not use grant funds to pay sala-

1 ries to participating students or to pay salaries to, or on  
 2 behalf of, internship providers.

3 **SEC. 8. REPORTING.**

4 Each eligible entity that receives a grant under this  
 5 Act shall annually, for each year of the grant, make avail-  
 6 able to the Secretary and to the public a report that in-  
 7 cludes information about—

8 (1) the number of secondary schools and the  
 9 number of students that are participating in the eli-  
 10 gible entity's program under this Act;

11 (2) best practices; and

12 (3) a description of program outcomes and the  
 13 impact of the grant program on student learning  
 14 and achievement, which shall—

15 (A) be based on the data that is collected  
 16 in accordance with the indicators described in  
 17 section 6(b)(4) and the assessment plan de-  
 18 scribed in section 6(b)(5);

19 (B) include any increases in secondary  
 20 school graduation rates or rates of enrollment  
 21 in an institution of higher education; and

22 (C) include student data that is  
 23 disaggregated by gender, by each major racial  
 24 and ethnic group, by English proficiency status,  
 25 by migrant status, by students with disabilities

1 as compared to nondisabled students, and by  
2 economically disadvantaged students as com-  
3 pared to students who are not economically dis-  
4 advantaged, except that, in the case of a local  
5 educational agency or a school, such  
6 disaggregation shall not be required in a case in  
7 which the number of students in a category is  
8 insufficient to yield statistically reliable infor-  
9 mation or the results would reveal personally  
10 identifiable information about an individual stu-  
11 dent.

12 **SEC. 9. AUTHORIZATION OF APPROPRIATIONS.**

13 There are authorized to be appropriated to carry out  
14 this Act such sums as may be necessary for each of the  
15 fiscal years 2013 through 2018.

○