

113TH CONGRESS
1ST SESSION

H. R. 2268

To amend the Elementary and Secondary Education Act of 1965 to authorize a national elementary and secondary service-learning program that promotes student academic achievement, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

JUNE 5, 2013

Mr. LOEBSACK (for himself and Mr. POLIS) introduced the following bill;
which was referred to the Committee on Education and the Workforce

A BILL

To amend the Elementary and Secondary Education Act of 1965 to authorize a national elementary and secondary service-learning program that promotes student academic achievement, and for other purposes.

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 “Engaging Students
5 Through Service Learning Act”.

1 **SEC. 2. K-12 SERVICE-LEARNING PROGRAM.**

2 (a) IN GENERAL.—Title II of the Elementary and
3 Secondary Education Act of 1965 (20 U.S.C. 6601 et
4 seq.) is amended by adding at the end the following:

5 **“PART E—ENHANCING THE EFFECTIVENESS OF**
6 **K-12 EDUCATION THROUGH SERVICE LEARNING**

7 **“SEC. 2501. FINDINGS.**

8 “The Congress finds as follows:

9 “(1) Students learn best when they are actively
10 engaged in meaningful and challenging learning ex-
11 periences that encourage higher order skills develop-
12 ment, critical thinking, and problem solving.

13 “(2) Service learning is a pedagogy that encom-
14 passes key elements of effective teaching and learn-
15 ing, including active learning, authentic experiences,
16 opportunities for peer collaboration, problem solving,
17 student leadership and empowerment, and cog-
18 nitively challenging academic activities.

19 “(3) Students invest themselves in learning
20 when their educational experiences have personal
21 meaning to them and are connected to authentic,
22 real issues in their everyday lives.

23 “(4) In service learning, students apply their
24 knowledge and skills to solve actual community
25 problems and experience the real-world value of what
26 they are learning in school. Service learning can

1 therefore have a powerful effect on students, increas-
2 ing their academic engagement, their civic engage-
3 ment and their social and emotional development.

4 “(5) Service learning can have a powerful effect
5 on students, helping them to increase their academic
6 engagement and performance, their civic engagement
7 and desire to help others, and their social-emotional
8 learning in areas related to 21st century skill acqui-
9 sition, such as task persistence, intellectual curiosity,
10 and ability to work in teams.

11 “(6) In service learning, students connect to the
12 community and to their classmates in ways that are
13 far more powerful than simple cooperative learning.

14 “(7) Service learning has been found to pro-
15 mote behavioral and dispositional factors that medi-
16 ate students’ educational success such as greater
17 motivation for school, engagement in learning tasks,
18 building of self-efficacy and self-esteem, and propen-
19 sity to engage in pro-social behaviors.

20 “(8) Research has demonstrated that test
21 scores of students who participated in service learn-
22 ing are higher in reading, writing, mathematics, so-
23 cial studies, and science than those of non-partici-
24 pants.

1 “(9) High-quality service learning will improve
2 student achievement and our schools because it em-
3 ploys effective, experiential learning strategies asso-
4 ciated with student engagement in academic work
5 and preparation for success in college and the work-
6 place, engages students in solving complex problems,
7 probes for deeper learning, and seeks opportunities
8 for students to transfer knowledge from one context
9 to another.

10 “(10) Principals report that service learning
11 has a positive impact on teacher satisfaction, school
12 climate, academic achievement, and school engage-
13 ment.

14 “(11) Teachers who use service learning in the
15 classroom as a type of positive teaching strategy
16 achieve better results in a variety of academic and
17 behavioral categories than those who don’t, are more
18 effective, challenged, and energized, and are more
19 likely to remain within their chosen profession.

20 “(12) Only an estimated 24 percent of the ap-
21 proximately 53,300,000 K–12 youth in the United
22 States are given the opportunity to engage in any
23 kind of service-learning experience, a decline from
24 32 percent in 1999.

1 “(13) Schools in high-poverty areas are less
2 likely to employ service learning as a teaching strat-
3 egy, yet research has shown this is a particularly ef-
4 fective pedagogy for use in such schools. Service
5 learning can significantly reduce the achievement
6 gap between affluent and low-income students. Low-
7 income students who participated in service opportu-
8 nities have better school attendance and grades than
9 low-income students who do not participate.

10 “(14) There is a need for a rigorous and fo-
11 cused initiative to demonstrate and broadly promote
12 high-quality service learning that enhances teacher
13 effectiveness, improves student learning and edu-
14 cational success, and positively affects school cli-
15 mate.

16 “(15) State educational agencies are the only
17 entities with comprehensive, statewide responsibility
18 for the quality of learning within a State.

19 **“SEC. 2502. PURPOSE.**

20 “The purpose of this part is to authorize a national
21 service-learning program that will expand opportunities
22 for students in elementary and secondary schools to en-
23 gage in high-quality service learning that—

1 “(1) promotes student achievement in academic
2 subjects, including science, technology, engineering,
3 and mathematics;

4 “(2) incorporates 21st century skills, such as
5 critical thinking, problem solving and collaboration;

6 “(3) integrates content knowledge and use of
7 technology;

8 “(4) enhances school climate and civic engage-
9 ment; and

10 “(5) prepares students for college or a career.

11 **“SEC. 2503. NATIONAL ACTIVITIES.**

12 “The Secretary shall reserve funds for national activi-
13 ties as follows:

14 “(1) The Secretary shall reserve not more than
15 10 percent of the appropriation for this program in
16 any fiscal year to establish a National Center for K-
17 12 Service Learning—

18 “(A) to provide technical assistance to
19 State educational agencies to develop and ex-
20 pand the capacity of local educational agencies
21 to improve teacher quality, school climate, and
22 educational outcomes by providing an infra-
23 structure for sustainable service-learning efforts
24 through vision and leadership, professional de-
25 velopment, curriculum and assessment, school-

1 community collaborations, and continuous im-
2 provement; and

3 “(B) to provide oversight, coordinate with
4 key Federal education initiatives, foster sustain-
5 ability, provide evidence for the strengths and
6 limitations of service-learning practices, and
7 disseminate study findings.

8 “(2) The Secretary shall reserve not more than
9 10 of the appropriation for this program in any fis-
10 cal year percent for research and evaluation activi-
11 ties, including a study, conducted by the Institute of
12 Education Sciences using data culled from the State
13 longitudinal data systems authorized under title II
14 of the Educational Technical Assistance Act of
15 2002, on the effects of academic service learning on
16 instructional quality and the academic success of
17 students in low-performing schools. The study shall
18 include the following elements:

19 “(A) A comprehensive, rigorous research
20 design that builds on prior studies on effective
21 pedagogies, service learning, and student suc-
22 cess.

23 “(B) Gathering qualitative and quan-
24 titative data to comprehensively assess the im-
25 pact service learning has on students’ academic,

1 civic, and behavioral performance, including
2 student engagement.

3 “(C) Identifying, tracking, and measuring
4 the success of systemic, district-level change
5 based on exemplary service-learning policies and
6 practices.

7 “(D) Measuring the effectiveness of a
8 high-quality professional development leadership
9 system, including the effect the professional de-
10 velopment provided under this section has on
11 teaching and pedagogy, including the impact on
12 teachers likelihood of providing students with
13 real-world problem-solving opportunities, oppor-
14 tunities for deeper learning and tying academic
15 concepts to real-world contexts, opportunities
16 for leadership, and opportunities for peer col-
17 laboration.

18 “(E) Systematically measuring the influ-
19 ence of service-learning participation on stu-
20 dents’ academic achievement within and across
21 States.

22 “(F) Reporting annually to the public and
23 the Congress.

24 “(3) The Secretary shall reserve not more than
25 5 percent of the appropriation for this program in

1 any fiscal year for training and technical assistance
2 for State-level program development consistent with
3 the purposes of this Act. The Secretary shall con-
4 tract with an entity, or entities, with a demonstrated
5 record of achievement in promoting and dissemi-
6 nating best practices in service learning—

7 “(A) to continually scan the field and build
8 an ever-expanding knowledge base of exemplary
9 service-learning models;

10 “(B) to help ensure the dissemination,
11 adoption, and continuous improvement of these
12 exemplary practices at the State and local level;
13 and

14 “(C) to conduct specific activities, includ-
15 ing—

16 “(i) developing and disseminating ex-
17 emplary program models that demonstrate
18 how high-quality service-learning programs
19 can be replicated and can become sustain-
20 able at the State and local level by advanc-
21 ing the use of service learning as a high-
22 quality instructional pedagogy;

23 “(ii) providing resources to support
24 effective policy development at the State
25 and local level to advance efforts with re-

1 spect to high-quality teachers and the equi-
2 table distribution of high-quality teachers;
3 and
4 “(iii) providing exemplary professional
5 development models and technical assist-
6 ance materials to any interested party.

7 **“SEC. 2504. STATE ACTIVITIES.**

8 “(a) GRANTS.—A State educational agency desiring
9 a grant under this part shall submit an application to the
10 Secretary that includes an assurance that, not later than
11 90 days after receiving a grant—

12 “(1) all local educational agencies in the State
13 will have access to high-quality professional develop-
14 ment and peer mentoring through a cascade model,
15 including resources and ongoing support to trans-
16 form instructional practices;

17 “(2) the State educational agency will imple-
18 ment strategies for improvement in the lowest per-
19 forming geographic areas utilizing service-learning
20 policies and practices, National School Climate
21 Standards, and exemplary practices for enhancing
22 teacher quality;

23 “(3) the State educational agency will establish
24 State policies and support systems that are designed
25 to result in effective programs; and

1 “(4) the State educational agency will establish
2 partnerships with entities, such as institutions of
3 higher education, institutions of teacher training,
4 and nonprofit organizations with a demonstrated
5 record of experience in school-based service learning,
6 to develop systemic implementation of service learn-
7 ing in teacher preparation and professional develop-
8 ment.

9 “(b) SERVICE-LEARNING SPECIALIST.—Of the funds
10 made available to a State educational agency under this
11 part, the agency shall reserve a portion of those funds ap-
12 propriated to support a service-learning specialist who acts
13 as a conduit of information between the State and local
14 level, provides training and technical assistance, program
15 improvement, and progress monitoring.

16 “(c) STATE-LEVEL ACTIVITIES.—Of the funds made
17 available to a State educational agency under this part,
18 the agency shall reserve 30 percent to support the fol-
19 lowing:

20 “(1) Collaboration and mentoring to increase
21 consistency in implementation across States to en-
22 sure high-quality practice and sustainability.

23 “(2) Implementation of a statewide cascade
24 professional development model.

1 “(3) On-site support and mentoring of local
2 educational agencies.

3 “(4) Dissemination of resources to support im-
4 plementation, capacity building, and sustainability of
5 local efforts, including through grants or contracts
6 with qualified national intermediaries or community-
7 based organizations.

8 **“SEC. 2505. SUBGRANTS TO LOCAL EDUCATIONAL AGEN-**
9 **CIES.**

10 “(a) IN GENERAL.—A State educational agency that
11 receives funds under this part shall use the funds remain-
12 ing after the application of section 2504 to make sub-
13 grants to local educational agencies that use—

14 “(1) the service-learning model to strengthen
15 the content area disciplines and implementation of
16 key educational innovations in schools with a high
17 percentage of underperforming youth; and

18 “(2) a cascade professional development model
19 to bring practice to scale.

20 “(b) COMPETITIVE SUBGRANTS.—Subgrants under
21 subsection (a) shall be made on a competitive basis with
22 consideration for geographic diversity, including distribu-
23 tion between urban and rural local educational agencies.
24 In making awards, the State educational agency must give
25 priority to local educational agencies with high proportions

1 of students living in poverty or performing below grade
2 level.

3 “(c) APPLICATION.—A local educational agency ap-
4 plying for a subgrant under this section shall submit an
5 application to the State educational agency that includes
6 information on how—

7 “(1) funds will be used to participate in the
8 cascade professional development model, ensure sus-
9 tainability, and replicate the service-learning model
10 to increase academic engagement and performance
11 in content area courses, increase civic skills and en-
12 gagement, and enable students in low-performing
13 schools to help their own communities by giving
14 them the knowledge, skills, and opportunities nec-
15 essary to participate in high-quality service-learning
16 experiences;

17 “(2) educators will—

18 “(A) receive support in using instructional
19 practices that incorporate the application of
20 academic knowledge and skills to address rel-
21 evant needs in their community; and

22 “(B) identify current data, set measurable
23 goals for their instructional activities, and
24 measure impact on both students and the com-
25 munity; and

1 “(3) partnerships will be established to create a
 2 community-wide expectation that service learning is
 3 an essential part of a high-quality education.

4 **“SEC. 2506. DEFINITION OF CASCADE PROFESSIONAL DE-**
 5 **VELOPMENT MODEL.**

6 “In this part, the term ‘cascade professional develop-
 7 ment model’ means a professional development model in
 8 which specialists are trained in high-quality practice and
 9 delivery of professional development. These experts then
 10 train educators, who are responsible for training, men-
 11 toring, and supporting their peers. This model allows for
 12 replication of effective practice and increased consistency
 13 in quality among all States.

14 **“SEC. 2507. AUTHORIZATION OF APPROPRIATIONS.**

15 “There are authorized to be appropriated to carry out
 16 this part such sums as may be necessary for fiscal year
 17 2014 and for each of the 5 succeeding fiscal years.”.

18 (b) CONFORMING AMENDMENT.—The table of con-
 19 tents for the Elementary and Secondary Education Act
 20 of 1965 is amended by inserting after the item relating
 21 to section 2441 the following:

“PART E—ENHANCING THE EFFECTIVENESS OF K–12 EDUCATION
 THROUGH SERVICE LEARNING

“Sec. 2501. Findings.

“Sec. 2502. Purposes.

“Sec. 2503. National activities.

“Sec. 2504. State activities.

“Sec. 2505. Subgrants to local educational agencies.

“Sec. 2506. Definition of cascade professional development model.
“Sec. 2507. Authorization of appropriations.”.

