

113TH CONGRESS
1ST SESSION

S. 1109

To amend the school dropout prevention program in the Elementary and
Secondary Education Act of 1965.

IN THE SENATE OF THE UNITED STATES

JUNE 6, 2013

Ms. MURKOWSKI introduced the following bill; which was read twice and
referred to the Committee on Health, Education, Labor, and Pensions

A BILL

To amend the school dropout prevention program in the
Elementary and Secondary Education Act of 1965.

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 “Early Intervention for
5 Graduation Success Act of 2013”.

6 **SEC. 2. PURPOSE.**

7 Section 1802 of the Elementary and Secondary Edu-
8 cation Act of 1965 (20 U.S.C. 6552) is amended to read
9 as follows:

1 **“SEC. 1802. PURPOSE.**

2 “It is the purpose of this part—

3 “(1) to provide for effective strategies of early
4 intervention for young children who have risk factors
5 that are strongly associated with not graduating
6 from high school;

7 “(2) to improve States’, school districts’, early
8 childhood education providers’, educators’, and com-
9 munities’ capacity to provide effective services to
10 children with such risk factors;

11 “(3) to prevent such risk factors from becoming
12 intractable; and

13 “(4) to facilitate high expectations for achieve-
14 ment among our Nation’s young children.”.

15 **SEC. 3. AUTHORIZATION OF APPROPRIATIONS.**

16 Section 1803 of the Elementary and Secondary Edu-
17 cation Act of 1965 (20 U.S.C. 6553) is amended to read
18 as follows:

19 **“SEC. 1803. AUTHORIZATION OF APPROPRIATIONS.**

20 “For the purpose of carrying out this part, there are
21 authorized to be appropriated such sums as may be nec-
22 essary for fiscal year 2014 and each of the 5 succeeding
23 fiscal years, of which—

24 “(1) not more than 5 percent shall be available
25 to carry out subpart 1 for each fiscal year; and

1 “(2) not less than 95 percent shall be available
2 to carry out subpart 2 for each fiscal year.”.

3 **SEC. 4. DEFINITIONS.**

4 Part H of title I of the Elementary and Secondary
5 Education Act of 1965 (20 U.S.C. 6551 et seq.) is amend-
6 ed by inserting after section 1803 the following:

7 **“SEC. 1804. DEFINITIONS.**

8 “In this part:

9 “(1) **EARLY CHILDHOOD EDUCATION PRO-**
10 **VIDER.**—The term ‘early childhood education pro-
11 vider’ means—

12 “(A) a program that provides for the care,
13 development, and education of infants, toddlers,
14 or young children ages 5 and younger that—

15 “(i) meets all applicable State and
16 local government licensing, certification,
17 approval, and registration requirements;
18 and

19 “(ii) is operated by—

20 “(I) a program operated by a
21 public school that is supported, spon-
22 sored, or administered by the local
23 educational agency;

24 “(II) a Head Start or Early
25 Head Start agency that receives fi-

1 nancial assistance under the Head
2 Start Act;

3 “(III) a nonprofit or community-
4 based organization; or

5 “(IV) a child care program that
6 receives funding under the Child Care
7 and Development Block Grant Act of
8 1990; or

9 “(B) a consortium of the providers de-
10 scribed in subparagraph (A).

11 “(2) OUTCOMES DATA.—The term ‘outcomes
12 data’ means—

13 “(A) objective and developmentally appro-
14 priate measures, if valid, reliable, and available,
15 of—

16 “(i) preliteracy and premathematics
17 skills;

18 “(ii) kindergarten readiness;

19 “(iii) reading and numeracy skills;

20 “(iv) proficiency on State academic
21 performance standards;

22 “(v) attendance;

23 “(vi) discipline referrals; and

24 “(vii) suspensions; and

1 “(B) other such applicable measures of
2 student success.

3 “(3) POSTSECONDARY EDUCATION.—The term
4 ‘postsecondary education’ means education and
5 training provided by colleges or job training agencies
6 to students who have graduated or aged out of pub-
7 lic kindergarten through grade 12 education.

8 “(4) QUALITY RATING AND IMPROVEMENT SYS-
9 TEM.—The term ‘quality rating and improvement
10 system’ means a system of supporting and assessing
11 the quality of early childhood education providers
12 that builds on licensing requirements and other
13 State regulatory standards for such providers, that
14 is designed to improve the quality of different types
15 of early childhood education programs, and that—

16 “(A) has a series of levels or tiers leading
17 to nationally recognized high-quality program
18 standards for early childhood education pro-
19 grams;

20 “(B) addresses staff qualifications, profes-
21 sional development, program standards, family
22 engagement, and program environment;

23 “(C) provides financial and technical as-
24 sistance to programs to achieve and sustain
25 higher levels of quality; and

1 “(D) provides information to families and
 2 the public on the rating of programs that is ac-
 3 cessible to all families.

4 “(5) STATE.—The term ‘State’ means the State
 5 educational agency.”.

6 **SEC. 5. NATIONAL ACTIVITIES.**

7 Section 1811(b) of the Elementary and Secondary
 8 Education Act of 1965 (20 U.S.C. 6555(b)) is amended—

9 (1) in paragraph (1)(B), by striking “eligible
 10 schools” and inserting “States and partnerships of
 11 local educational agencies and early childhood edu-
 12 cation providers”;

13 (2) in paragraph (2), by striking “eligible
 14 schools” and inserting “States and partnerships of
 15 local educational agencies and early childhood edu-
 16 cation providers”;

17 (3) in paragraph (3)—

18 (A) by striking “school” and inserting
 19 “State, local educational agency, or early child-
 20 hood education provider”; and

21 (B) by striking “within the eligible school
 22 district or nationally” and inserting “ among
 23 States, local educational agencies, and early
 24 childhood education providers”; and

25 (4) by striking paragraph (4).

1 **SEC. 6. SCHOOL DROPOUT PREVENTION INITIATIVE.**

2 Subpart 2 of part H of the Elementary and Sec-
 3 ondary Education Act of 1965 (20 U.S.C. 6561 et seq.)
 4 is amended to read as follows:

5 **“Subpart 2—School Dropout Prevention Initiative**

6 **“SEC. 1821. PROGRAM AUTHORIZED.**

7 “(a) IN GENERAL.—

8 “(1) GRANTS AUTHORIZED.—

9 “(A) IN GENERAL.—From the amount ap-
 10 propriated under section 1803 for a fiscal year,
 11 the Secretary shall establish an early interven-
 12 tion for graduation success program through
 13 which the Secretary shall award grants, on a
 14 competitive basis, to States to support activities
 15 as described in this subpart.

16 “(B) DURATION.—Grants awarded under
 17 this section shall be 5 years in duration.

18 “(2) PRIORITY.—In awarding grants under this
 19 section, the Secretary shall give—

20 “(A) priority to the 10 States that have
 21 the lowest averaged freshman graduation rates,
 22 as compiled by the National Center for Edu-
 23 cation Statistics; and

24 “(B) additional priority, if applicable, to
 25 any such State that has 1 or more subgroup of
 26 students, as described in section

1 1111(b)(2)(C)(v)(II), who have the lowest aver-
 2 aged freshman graduation rate in the United
 3 States.

4 “(b) USE OF GRANT FUNDS.—Grant funds awarded
 5 under this subsection shall be used to fund effective, sus-
 6 tainable, and coordinated school dropout prevention activi-
 7 ties as described in section 1825.

8 **“SEC. 1822. APPLICATIONS.**

9 “(a) IN GENERAL.—To receive—

10 “(1) a grant under this subpart, a State shall
 11 submit an application to the Secretary at such time,
 12 in such manner, and accompanied by such informa-
 13 tion as the Secretary may reasonably require; and

14 “(2) a subgrant under this subpart, a partner-
 15 ship of 1 or more local educational agencies and 1
 16 or more early childhood education providers shall
 17 submit an application to the State at such time, in
 18 such manner, and accompanied by such information
 19 as the State may reasonably require.

20 “(b) CONTENTS.—Each application submitted under
 21 subsection (a) shall—

22 “(1) include a plan—

23 “(A) describing the applicant’s strategy for
 24 increasing the State educational agency or local
 25 educational agency’s averaged freshman grad-

1 uation rate in accordance with the activities de-
2 scribed in section 1825(b) and how the strate-
3 gies will serve the students who have risk fac-
4 tors for not graduating;

5 “(B) that addresses how the purpose de-
6 scribed in section 1802 will be carried out by
7 the applicant; and

8 “(C) for assessing the effectiveness of the
9 efforts described in the plan;

10 “(2) describe a budget and timeline for imple-
11 menting the strategies;

12 “(3) contain evidence of coordination with exist-
13 ing resources, including a State Advisory Council on
14 Early Childhood Education and Care designated or
15 established pursuant to section 642B(b)(1)(A) of the
16 Head Start Act (42 U.S.C. 9837b(b)(1)(A)) or a
17 similar entity;

18 “(4) describe how the applicant may use local,
19 State, and other Federal funds for school dropout
20 prevention and reentry programs, or, as appropriate,
21 programs intended to increase students’ readiness
22 for school or academic proficiency;

23 “(5) describe how the activities conform with
24 evidence-based practices about school dropout pre-
25 vention; and

1 “(6) provide an assurance that the grantee will
2 maintain the privacy of student and family data.

3 “(c) PARTNERSHIPS.—A partnership described in
4 subsection (a)(2) that desires to receive a subgrant under
5 this subpart shall include in its application information on
6 the identity of the partner that will be the fiscal agent
7 and what percentage of subgrant funds will be provided
8 to each member of the partnership to collaborate in plan-
9 ning and providing services to at-risk students with the
10 following entities, as appropriate:

11 “(1) Community and cultural organizations.

12 “(2) Relevant Indian tribes and tribal organiza-
13 tions.

14 “(3) Institutions of higher education (including
15 Tribal Colleges and Universities) and job training
16 providers.

17 “(4) Parent organizations.

18 “(5) Social services organizations.

19 “(6) Organizations that provide service learn-
20 ing, tutoring, mentoring, and other supportive serv-
21 ices to youth.

22 “(7) Homeless and foster youth advocates.

23 “(8) Advocates for students with disabilities.

24 “(9) Entities that engage in postsecondary edu-
25 cation outreach and support.

1 “(10) Educational service agencies.

2 “(11) Organizations that provide professional
3 development.

4 “(12) Other entities as appropriate and avail-
5 able.

6 **“SEC. 1823. STATE RESERVATION.**

7 “A State that receives a grant under this subpart
8 may reserve not more than 5 percent of the grant funds
9 for administrative costs related to activities described
10 under this subpart.

11 **“SEC. 1824. REPORTING AND ACCOUNTABILITY.**

12 “(a) PARTNERSHIP REPORTS.—To receive funds
13 under this subpart for a fiscal year after the first fiscal
14 year that a partnership described in subsection (a)(2) re-
15 ceives funds under this subpart, the partnership sub-
16 grantee shall provide, on an annual basis, a report regard-
17 ing the status of the implementation of activities funded
18 under this subpart, and an evaluation of the effectiveness
19 of such activities for students at schools assisted under
20 this subpart to the State, disaggregated by the subgroups
21 described in section 1111(b)(2)(C)(v)(II).

22 “(b) STATE REPORT ON PROGRAM ACTIVITIES.—
23 Each State receiving funds under this subpart shall pro-
24 vide to the Secretary, at such time and in such format
25 as the Secretary may require, information on the status

1 of the implementation of activities funded under this sub-
 2 part and outcomes data for students in schools assisted
 3 under this subpart.

4 “(c) ACCOUNTABILITY.—The Secretary shall evaluate
 5 the effectiveness of the activities assisted under this sub-
 6 part using rigorous evaluation methodologies, including, if
 7 feasible, control group studies. The Secretary may use
 8 funds appropriated for subpart 1 to carry out this evalua-
 9 tion.

10 “(d) DISSEMINATION.—The Secretary shall make
 11 public and widely disseminate State reports described
 12 under subsection (b) and the evaluation described under
 13 subsection (c) in a manner that protects the privacy of
 14 individuals.

15 **“SEC. 1825. EARLY INTERVENTION GRANTS.**

16 “(a) IN GENERAL.—

17 “(1) RENEWABLE GRANTS.—

18 “(A) AWARDING AND RENEWING
 19 GRANTS.—The Secretary shall award grants to
 20 States to carry out the activities described in
 21 this section. The Secretary may renew such
 22 grants for a period of not more than an addi-
 23 tional 5 years for States with satisfactory an-
 24 nual performance reports in each of the pre-

1 ceding 5 years, to expand or improve, or both,
 2 the activities described in this section.

3 “(B) MATCH IN GRANTS THAT HAVE BEEN
 4 RENEWED.—A State that receives a grant that
 5 has been renewed under subparagraph (A) shall
 6 contribute to the activities assisted under such
 7 grant matching funds in an amount equal to
 8 not less than 50 percent of the amount of the
 9 grant. Such matching funds may be provided in
 10 cash or in-kind.

11 “(2) DROPOUT EARLY WARNING SYSTEM.—A
 12 State that receives a grant under this section may
 13 set aside grant funds, in addition to the State res-
 14 ervation described in section 1823 to assist partner-
 15 ships to access data elements from multiple State
 16 agencies as described in subsection (b)(1)(A)(iii).

17 “(3) SUBGRANTS.—

18 “(A) IN GENERAL.—A State that receives
 19 a grant under this section shall award sub-
 20 grants to partnerships of local educational
 21 agencies and early childhood education pro-
 22 viders that have high percentages of students
 23 with risk factors associated with low graduation
 24 rates, as described in subsection
 25 (b)(1)(A)(ii)(I).

1 “(B) PRIORITY.—In awarding subgrants
 2 under subparagraph (A), a State may give pri-
 3 ority to partnerships of local educational agen-
 4 cies and early childhood education providers
 5 based on the percentage of children served with
 6 risk factors associated with low graduation
 7 rates and actual low high school graduation
 8 rates, as appropriate.

9 “(C) SIZE OF SUBGRANTS AND ABILITY TO
 10 SUSTAIN PROGRAMS.—In awarding subgrants
 11 under subparagraph (A), a State shall ensure
 12 that—

13 “(i) the subgrants are of sufficient
 14 size so as to allow the subgrantee to plan
 15 and implement an effective program; and

16 “(ii) an entity awarded a subgrant
 17 under this paragraph has the capacity to
 18 sustain the program after the Federal
 19 grant ends.

20 “(b) ACTIVITIES.—

21 “(1) STATE ACTIVITIES.—

22 “(A) REQUIRED ACTIVITIES.—A State that
 23 receives a grant under this section shall carry
 24 out the following:

1 “(i) STATEWIDE GRADUATION SUC-
2 CESS PLAN.—The State, if it has not pre-
3 viously done so, shall create and periodi-
4 cally update a research-based plan to in-
5 crease graduation rates of high-risk stu-
6 dents that includes effective strategies to
7 address the factors associated with the risk
8 of not graduating from high school in that
9 State. The plan shall address risk factors
10 associated with children from birth
11 through grade 12. The State shall provide
12 an opportunity for educators, parents, stu-
13 dents, tribes, relevant agencies and organi-
14 zations, and community members to pro-
15 vide comments during the development or
16 updating of the Statewide plan. In devel-
17 oping the plan, the State shall coordinate
18 proposed activities with the State Advisory
19 Council on Early Childhood Education and
20 Care designated or established pursuant to
21 section 642B(b)(1)(A) of the Head Start
22 Act (42 U.S.C. 9837b(b)(1)(A)), and shall
23 incorporate plans and recommendations
24 from such Council where appropriate.

1 “(ii) TECHNICAL ASSISTANCE.—The
 2 State shall provide technical assistance to
 3 subgrantees, to the extent practicable.

4 “(iii) ACCESS TO STATE AGENCY IN-
 5 FORMATION.—

6 “(I) IN GENERAL.—The State
 7 shall assist subgrantees to access data
 8 elements from appropriate State agen-
 9 cies to identify, ensure services are
 10 provided to, and analyze the effective-
 11 ness of such services designed to
 12 serve, children at risk for not grad-
 13 uating from high school, from birth
 14 through elementary school, at min-
 15 imum, who—

16 “(aa) have a parent who re-
 17 ceives assistance under—

18 “(AA) the special sup-
 19 plemental nutrition program
 20 for women, infants, and chil-
 21 dren established by section
 22 17 of the Child Nutrition
 23 Act of 1966 (42 U.S.C.
 24 1786);

1 “(BB) the temporary
2 assistance for needy families
3 program under part A of
4 title IV of the Social Security
5 Act (42 U.S.C. 601 et
6 seq.); or

7 “(CC) the Medicaid
8 program under title XIX of
9 the Social Security Act;

10 “(bb) are homeless or are in
11 foster care;

12 “(cc) are children with dis-
13 abilities or have other cognitive,
14 physical, or emotional disabilities;

15 “(dd) are children who are
16 limited English proficient;

17 “(ee) were born to a teen
18 mother who has low educational
19 attainment, if such data are
20 available;

21 “(ff) have been retained in
22 prekindergarten or retained for a
23 grade or more in elementary
24 school;

1 “(gg) have consistently poor
2 attendance;

3 “(hh) have low proficiency
4 on statewide reading or mathe-
5 matics assessments;

6 “(ii) have preschool expul-
7 sion or school suspensions or
8 other measures of school behavior
9 problems;

10 “(jj) have been denied entry,
11 at the legal age, to kindergarten;

12 “(kk) are under the super-
13 vision of a child services agency
14 due to parental neglect or abuse;

15 “(ll) have a parent in jail or
16 in substance abuse treatment; or

17 “(mm) have other indicators
18 appropriate to the State to in-
19 form activities undertaken as
20 part of the State’s plan to in-
21 crease graduation rates among
22 at-risk children.

23 “(II) INFORMATION AVAIL-
24 ABLE.—The information made avail-
25 able pursuant to this clause shall be

1 available to authorized users employed
2 by the State educational agency, the
3 State agency or agencies that admin-
4 ister funds for child care, the State
5 Head Start Director, and, where ap-
6 plicable, the State early learning coor-
7 dinator, subgrantee partnerships de-
8 scribed in subsection (a)(2), and, as
9 necessary, researchers employed by or
10 under contract with such entities to
11 evaluate the effectiveness of the
12 grants.

13 “(III) PRIVACY.—The use of the
14 data and information made available
15 pursuant to this clause shall be car-
16 ried out in a manner consistent with
17 section 444 of the General Education
18 Provisions Act (commonly known as
19 the ‘Family Educational Rights and
20 Privacy Act of 1974’) and be subject
21 to the regulations promulgated under
22 section 264(c) of the Health Insur-
23 ance Portability and Accountability
24 Act of 1996 (42 U.S.C. 1320d–2
25 note).

1 “(IV) PREDICTIONS.—The State
2 may provide data necessary to analyze
3 which risk factors are most predictive
4 of the likelihood of students dropping
5 out of school and analyzing the effi-
6 cacy of interventions.

7 “(B) PERMISSIBLE ACTIVITIES.—A State
8 that receives a grant under this section may use
9 the grant funds for any of the following:

10 “(i) EARLY CHILDHOOD EDUCATOR
11 TUITION ASSISTANCE.—

12 “(I) IN GENERAL.—The State
13 may provide not more than 50 percent
14 of the cost of attendance per year for
15 an individual to receive an associate’s
16 degree or a 4-year degree in early
17 childhood education to enable such in-
18 dividual to teach in or be qualified
19 personnel employed by—

20 “(aa) a program funded
21 under the Child Care and Devel-
22 opment Block Grant Act of 1990
23 (42 U.S.C. 9858 et seq.);

1 “(bb) a program funded
2 under the Head Start Act (42
3 U.S.C. 9831 et seq.);

4 “(cc) an infant learning pro-
5 gram;

6 “(dd) a program funded
7 under part C of the Individuals
8 with Disabilities Education Act;

9 “(ee) a preschool program
10 funded by a State or local edu-
11 cational agency; or

12 “(ff) a special education
13 early childhood certification pro-
14 gram.

15 “(II) AGREEMENT TO TEACH IN
16 EARLY CHILDHOOD PROGRAM.—

17 “(aa) IN GENERAL.—An in-
18 dividual who receives assistance
19 under subclause (I) shall agree to
20 teach in an early childhood edu-
21 cation program for—

22 “(AA) not less than 3
23 years if the individual re-
24 ceives an associate’s degree

1 in early childhood education;
2 or

3 “(BB) not less than 5
4 years if the individual re-
5 ceives a 4-year degree in
6 early childhood education.

7 “(bb) DOCUMENTATION.—

8 An individual who receives assist-
9 ance under subclause (I) shall
10 annually provide documentation
11 to the State showing that such
12 service has been performed. Such
13 notification shall be provided in
14 such form and manner as the
15 State may reasonably require.

16 “(III) REPAYMENT.—An indi-
17 vidual who receives assistance under
18 subclause (I) and does not complete
19 the service requirement described in
20 subclause (II), or who notifies the
21 State that the individual intends not
22 to complete such service requirement,
23 shall repay to the State a prorated
24 amount of such assistance that re-
25 flects the amount of the service re-

1 requirement not completed, together
 2 with interest, at a rate specified by
 3 the State in the agreement.

4 “(IV) WAIVER OR REDUCTION.—

5 The State may waive or reduce the re-
 6 quirement under subclause (III) if the
 7 State determines that compliance with
 8 such service requirement represents a
 9 substantial hardship—

10 “(aa) because the individual

11 is permanently and totally dis-
 12 abled at the time of the waiver
 13 request; or

14 “(bb) based on documenta-

15 tion presented of substantial eco-
 16 nomic or personal hardship.

17 “(V) SUPPLEMENT NOT SUP-

18 PLANT.—Assistance under this clause
 19 may not supplant Federal financial
 20 aid programs for which the individual
 21 is otherwise eligible, including
 22 TEACH Grants under subpart 9 of
 23 part A of title IV of the Higher Edu-
 24 cation Act of 1965 or any other Fed-

1 eral loan or grant for which the indi-
2 vidual is otherwise eligible.

3 “(ii) INCREASE AND MONITOR EARLY
4 CHILDHOOD PROGRAM QUALITY.—

5 “(I) PROGRAM QUALITY STAND-
6 ARDS.—The State may—

7 “(aa) develop, implement, or
8 improve a quality rating and im-
9 provement system; and

10 “(bb) provide information
11 obtained pursuant to item (aa) to
12 the public in an easily accessible
13 and understandable format, in-
14 cluding in languages spoken by
15 parents within the community.

16 “(II) CORRELATING SUCCESS.—

17 “(aa) IN GENERAL.—The
18 State may—

19 “(AA) gather data re-
20 garding students’ participa-
21 tion in early childhood edu-
22 cation programs and the
23 quality of those programs,
24 and the students’ subse-
25 quent level of success in ele-

1 mentary school grades and
2 the quality of such elemen-
3 tary schools; and

4 “(BB) correlate the
5 data to evaluate the con-
6 tinuum of effectiveness of
7 such programs in preparing
8 students to attain and sus-
9 tain academic proficiency
10 and, as appropriate, in re-
11 ducing risk factors associ-
12 ated with dropping out of
13 school.

14 “(bb) CORRELATION IN CON-
15 JUNCTION WITH OTHER SYS-
16 TEMS.—The correlation under
17 item (aa) shall work in conjunc-
18 tion with the early childhood out-
19 comes indicator data systems de-
20 veloped under section 619 and
21 part C of the Individuals with
22 Disabilities Education Act, and,
23 as practicable, a quality rating
24 and improvement system or other
25 systems that the State may have

1 developed to evaluate outcomes
2 for children.

3 “(iii) P-20 VERTICAL PERFORMANCE
4 STANDARDS ALIGNMENT.—The State may
5 carry out activities directly related to the
6 design and implementation of a progres-
7 sion of aligned performance standards,
8 across all domains of learning, for pre-
9 kindergarten through grade 12 and post-
10 secondary education.

11 “(iv) EXPAND ACCESS.—The State
12 may expand access to high-quality early
13 childhood education for children most at
14 risk of low proficiency in school.

15 “(2) PARTNERSHIP ACTIVITIES.—

16 “(A) REQUIRED ACTIVITIES.—A partner-
17 ship described in subsection (a)(2) that receives
18 a subgrant under this section shall carry out
19 both of the following:

20 “(i) ANALYZE DATA.—The partner-
21 ship shall analyze data made available by
22 State agencies and other sources relevant
23 to risk factors for non-graduation and use
24 the data to implement research-based, indi-

1 vidualized interventions for at-risk stu-
2 dents.

3 “(ii) INDIVIDUAL LEARNING PLANS.—

4 “(I) IN GENERAL.—The partner-
5 ship shall develop and implement indi-
6 vidual learning plans for each at-risk
7 early childhood, elementary, and sec-
8 ondary school student, which shall in-
9 clude a description of how subgrant
10 program partners will implement serv-
11 ices. Such plans shall be updated not
12 less frequently than annually and for-
13 warded to the next school of enroll-
14 ment.

15 “(II) WAIVER.—A partnership
16 may apply to the State to be consid-
17 ered to have complied with the re-
18 quirement under subclause (I) by de-
19 veloping and implementing individual
20 learning plans for those students who
21 are most at-risk if sufficient funds are
22 not provided to develop and imple-
23 ment thorough and meaningful plans
24 for each student who has a risk factor
25 described in items (aa) through (ll) of

1 paragraph (1)(A)(iii)(I) and if the
2 partnership has prioritized providing
3 services to children in early learning
4 and elementary schools.

5 “(III) DISTINCTION FROM
6 IEPS.—Individual learning plans de-
7 veloped under this clause are distinct
8 from individualized education pro-
9 grams developed under the Individuals
10 with Disabilities Education Act.

11 “(IV) NO ENTITLEMENT.—The
12 development or implementation of an
13 individual learning plan under this
14 clause does not confer an entitlement
15 to services.

16 “(B) CHOICE OF ACTIVITIES.—A partner-
17 ship described in subsection (a)(2) that receives
18 a subgrant under this section shall carry out at
19 least 1 activity from each of the following
20 clauses as part of the partnership’s plan to in-
21 crease the graduation rates of students for
22 whom individual learning plans have been devel-
23 oped.

24 “(i) PROFESSIONAL DEVELOPMENT.—

1 “(I) Provide teacher mentors for
2 those teachers who are in their first 3
3 years of teaching or who have been
4 recommended for mentoring by their
5 supervisor or principal, and who do
6 not have such mentors.

7 “(II) Provide effective, re-
8 searched-based professional develop-
9 ment for teachers serving students for
10 whom individual learning plans have
11 been developed, including children
12 with disabilities, and program profes-
13 sionals under section 619 or part C of
14 the Individuals with Disabilities Edu-
15 cation Act, to—

16 “(aa) provide effective, dif-
17 ferentiated instruction;

18 “(bb) develop or improve
19 family engagement and commu-
20 nication skills and strategies;

21 “(cc) integrate subjects such
22 as the arts, physical education,
23 and history into reading, writing,
24 and mathematics instruction;

1 “(dd) use data to inform in-
2 struction;

3 “(ee) implement research-
4 based interventions for at-risk
5 students; and

6 “(ff) support children’s so-
7 cial, emotional, and physical de-
8 velopment.

9 “(III) Train principals in effec-
10 tive—

11 “(aa) developmentally appro-
12 priate instructional practices and
13 support for teachers and other
14 staff in using such practices;

15 “(bb) leadership qualities
16 and skills necessary to increase
17 student achievement;

18 “(cc) early intervention for
19 at-risk children;

20 “(dd) curricula alignment
21 from prekindergarten through
22 the attainment of a baccalaureate
23 degree;

24 “(ee) implementation of ef-
25 fective and ongoing communica-

1 tion between community-based
2 early childhood education pro-
3 viders and school staff; and

4 “(ff) enhancement of family
5 engagement practices and oppor-
6 tunities.

7 “(IV) Include staff of partner
8 agencies and specialized instructional
9 support personnel who are involved in
10 implementing the grant in all appro-
11 priate training to ensure that all
12 members of the team have all appro-
13 priate skills to implement the coordi-
14 nated program.

15 “(V) Establish partnerships with
16 institutions of higher education, or
17 other qualified agencies, to conduct
18 professional development or induction
19 programs focused on increasing class-
20 room teachers’ ability to use multiple
21 types of assessments to individualize
22 instruction for students with disabil-
23 ities.

24 “(ii) COMMUNITY INTEGRATION AND
25 SUPPORT SERVICES.—

1 “(I) Integrate community student
2 support services, such as before- and
3 after-school programs, health and
4 wellness programs, social services,
5 family engagement and communica-
6 tion activities, counseling, positive be-
7 havioral intervention and support pro-
8 grams, anti-bullying programs, com-
9 munity assets development, social-
10 emotional learning programs, and
11 transportation to break down barriers
12 to individual student success.

13 “(II) Provide research-based par-
14 ent training, involvement, and engage-
15 ment activities.

16 “(III) Hire a culturally com-
17 petent liaison for each partner school
18 or program to coordinate communica-
19 tion and integrated, individualized
20 services to the families of all at-risk
21 students.

22 “(IV) Engage educators, families,
23 community organizations, tribes and
24 tribal organizations, businesses, faith
25 communities, and students in building

1 sustainable networks of community
2 engagement and school improvement.

3 “(V) Keep schools open before
4 and after school hours, on school holi-
5 days and during the summer for orga-
6 nized, safe, and engaging activities de-
7 signed to increase academic pro-
8 ficiency, improve school climate, and
9 improve students’ health and wellness.

10 “(iii) HIGH EXPECTATIONS AND SUP-
11 PORT FOR ACADEMIC ACHIEVEMENT.—

12 “(I) Reinforce high expectations
13 and goal setting by introducing stu-
14 dents, in an age-appropriate way, to
15 professions and trades, expanding ac-
16 cess to age-appropriate career and
17 technical education, and exposing stu-
18 dents and parents to institutions of
19 higher education and Federal student
20 aid options.

21 “(II) Provide research-based, ef-
22 fective on-site tutoring and enrich-
23 ment opportunities to at-risk students.

1 “(III) Improve school climate,
2 promote social-emotional learning, and
3 increase school connectedness.

4 “(IV) Ensure that the curriculum
5 is aligned to State standards, is rel-
6 evant to the needs and interests of
7 students, and promotes high expecta-
8 tions.

9 “(V) Implement research-based
10 activities designed to increase the lit-
11 eracy, numeracy, and self-regulation
12 skills of preschool and elementary
13 school children.

14 “(c) EVALUATIONS.—

15 “(1) PARTNERSHIP EVALUATIONS.—

16 “(A) IN GENERAL.—Each State shall use
17 outcomes data to evaluate each partnership
18 subgrantee to which the State awards a
19 subgrant under this section to determine the ef-
20 fectiveness of the program funded under this
21 subpart. Such evaluation shall include an anal-
22 ysis of activities that are most and least effec-
23 tive in keeping students on track to graduate.

24 “(B) EVALUATIONS TO THE SECRETARY.—

25 Each State shall send a report on the evalua-

1 tions conducted under subparagraph (A) to the
2 Secretary.

3 “(2) STATE EVALUATIONS.—The Secretary
4 shall evaluate the effectiveness of programs imple-
5 mented by each State that receives a grant under
6 this section.

7 “(3) REPORTS TO CONGRESS.—

8 “(A) IN GENERAL.—The Secretary shall
9 provide an annual report to the Committee on
10 Health, Education, Labor, and Pensions of the
11 Senate and the Committee on Education and
12 the Workforce of the House of Representatives
13 that—

14 “(i) describes the activities carried out
15 by States awarded grants under this sec-
16 tion; and

17 “(ii) provides an analysis of which
18 interventions are most and least effective
19 in ensuring that students remain on track
20 to graduate on time from high school.

21 “(B) DISSEMINATION.—The Secretary
22 shall disseminate the reports described in sub-
23 paragraph (A) to all States and to the public
24 through the website of the Department.”.

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