

114TH CONGRESS
1ST SESSION

S. 696

To increase the number and percentage of students who graduate from high school college and career ready with the ability to use knowledge to solve complex problems, think critically, communicate effectively, collaborate with others, and develop academic mindsets, and for other purposes.

IN THE SENATE OF THE UNITED STATES

MARCH 10, 2015

Ms. BALDWIN (for herself and Mr. KAINE) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

A BILL

To increase the number and percentage of students who graduate from high school college and career ready with the ability to use knowledge to solve complex problems, think critically, communicate effectively, collaborate with others, and develop academic mindsets, 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 “Next Generation High
5 Schools Act”.

1 **SEC. 2. PURPOSES.**

2 The purposes of this Act are to promote and support
3 the comprehensive school redesign of the high school expe-
4 rience to ensure all students served by an eligible entity
5 that receives a grant under this Act, particularly those
6 students who are traditionally underserved, are provided
7 with challenging, engaging, and relevant academic, career-
8 related experiences that fully prepare them for postsec-
9 ondary education and careers and to—

10 (1) increase the number and percentage of stu-
11 dents who graduate from high school college and ca-
12 reer ready with the ability to use knowledge to solve
13 complex problems, think critically, communicate ef-
14 fectively, collaborate with others, and develop aca-
15 demic mindsets;

16 (2) provide students with opportunities to earn
17 college-level credit and postsecondary credentials
18 while in high school, such as early college and dual
19 enrollment;

20 (3) increase student readiness to pursue post-
21 secondary degrees in science, technology, engineer-
22 ing, and mathematics, particularly for student
23 groups historically underrepresented in these fields;

24 (4) support the provision and sequencing of
25 coursework that integrates rigorous academics with
26 career-based learning and real world workplace expe-

riences in an effort to provide students with increased opportunities to have career related experiences, develop career-related competencies, and earn industry-recognized credentials;

(5) increase access to student-centered learning opportunities, including competency-based learning models, that lead to all students graduating college and career ready with the competencies described in paragraph (1) to succeed in the 21st century;

(6) increase postsecondary enrollment, persistence, and completion;

(7) reduce the need for remediation at the postsecondary level; and

(8) create innovative supports that can be replicated in other schools and local educational agencies.

SEC. 3. DEFINITIONS.

In this Act:

(1) **IN GENERAL.**—Except as otherwise provided, the terms used in this Act have the meanings given the terms in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

(2) **ADVANCED PLACEMENT OR INTERNATIONAL BACCALAUREATE COURSE.**—The term “Advanced

1 Placement or International Baccalaureate course”
 2 means—

3 (A) a course of postsecondary-level instruc-
 4 tion provided to middle school or secondary
 5 school students, terminating in an Advanced
 6 Placement or International Baccalaureate ex-
 7 amination; or

8 (B) another highly rigorous, evidence
 9 based, postsecondary preparatory program ter-
 10 minating in—

11 (i) an examination or sequence of
 12 courses that are widely accepted for credit
 13 at institutions of higher education; or

14 (ii) another examination or sequence
 15 of courses approved by the Secretary.

16 (3) APPLIED LEARNING.—The term “applied
 17 learning” means a strategy that engages students in
 18 opportunities to apply rigorous academic content
 19 aligned with college-level expectations to real world
 20 experience, through such means as project-based
 21 learning, work-based learning, or service learning,
 22 and develops students’ cognitive competencies and
 23 pertinent employability skills.

24 (4) ATTRITION.—The term “attrition” means
 25 the reduction in a school’s student population as a

1 result of transfers or dropouts and includes students
 2 who have been enrolled for a minimum of 3 weeks
 3 within the academic year.

4 (5) CHRONICALLY ABSENT.—The term “chron-
 5 ically absent”, when used with respect to a stu-
 6 dent—

7 (A) means a student who misses at least
 8 10 percent of the school days at a school; and

9 (B) does not include any school days a stu-
 10 dent misses due to an in-school or out-of-school
 11 suspension, or for which a student was not en-
 12 rolled at such school.

13 (6) COMPETENCY-BASED LEARNING MODEL.—

14 (A) IN GENERAL.—The term “competency-
 15 based learning model” means an education
 16 model in which students advance academically
 17 based upon multiple demonstrations of com-
 18 petence in defined content-specific concepts and
 19 higher order skills, such as critical thinking and
 20 problem solving.

21 (B) REQUIREMENTS.—In a competency-
 22 based learning model the following applies:

23 (i) Competencies include explicit,
 24 measurable, and transferable learning ob-
 25 jectives.

1 (ii) Assessment is used to identify
 2 gaps in a student’s knowledge and to pro-
 3 vide frequent and meaningful feedback on
 4 the student’s progression toward filling
 5 such gaps and moving on to higher levels
 6 of knowledge.

7 (iii) Each student receives timely, dif-
 8 ferentiated support based on the student’s
 9 individual learning needs.

10 (iv) Student agency is emphasized
 11 through transparency of goals and gaps in
 12 knowledge, and multiple means to fulfill
 13 those gaps.

14 (7) EFFECTIVE SECONDARY SCHOOL REFORM
 15 MODEL.—The term “effective secondary school re-
 16 form model” means an evidence-based model with
 17 demonstrated effectiveness serving diverse student
 18 populations across multiple geographic regions with
 19 respect to such indicators as improving academic
 20 achievement, reducing attrition, and increasing post-
 21 secondary enrollment, persistence, and completion
 22 rates of struggling students or dropouts.

23 (8) ELIGIBLE ENTITY.—The term “eligible enti-
 24 ty” means a local educational agency, charter school,
 25 or a consortium of local educational agencies—

1 (A) in partnership with—

2 (i) 1 or more institutions of higher
3 education;

4 (ii) 1 or more community-based part-
5 ners, such as a nonprofit organization,
6 community-based organization, State or
7 local government agency, business, or an
8 industry-related organization; and

9 (iii) a qualified intermediary; and

10 (B) that may be in partnership with 1 or
11 more external partners.

12 (9) ELIGIBLE HIGH SCHOOL.—The term “eligi-
13 ble high school” means a high school that—

14 (A) serves a student population of which
15 not less than 65 percent are from low-income
16 families as determined by the local educational
17 agency under section 1113 of the Elementary
18 and Secondary Education Act of 1965 (20
19 U.S.C. 6313);

20 (B) has a graduation rate at or below 67
21 percent, except in the case of a high school
22 that, at the time of applying for the grant
23 under this Act, is a new high school, as deter-
24 mined by the Secretary;

1 (C) does not receive grant funds under sec-
 2 tion 1003(g) of the Elementary and Secondary
 3 Education Act of 1965 (20 U.S.C. 6303(g));
 4 and

5 (D) is identified as low performing based
 6 on the State’s accountability system, except in
 7 the case of a high school that, at the time of
 8 applying for the grant under this Act, is a new
 9 high school, as determined by the Secretary.

10 (10) EVIDENCE-BASED MODEL.—The term
 11 “evidence-based model” means a school reform
 12 model activity that is based on research findings or
 13 reasonable hypotheses, including related research or
 14 theories in education.

15 (11) EXTERNAL PARTNER.—The term “exter-
 16 nal partner” means an entity with a demonstrated
 17 record of success in implementing an effective sec-
 18 ondary school reform model, or in providing aca-
 19 demic or integrated support services.

20 (12) FEEDER MIDDLE SCHOOL.—The term
 21 “feeder middle school” means an elementary school
 22 or secondary school from which a significant number
 23 of students go on to attend an eligible secondary
 24 school.

1 (13) FEEDER PATTERN.—The term “feeder
2 pattern” means an accurate estimate of the number
3 of students in low-income families in a secondary
4 school that is calculated by applying the average per-
5 centage of students in low-income families of the ele-
6 mentary school attendance areas as calculated under
7 section 1113(a)(5)(A) of the Elementary and Sec-
8 ondary Education Act of 1965 (20 U.S.C.
9 6313(a)(5)(A)) that feed into the secondary school
10 to the number of students enrolled in high school.

11 (14) HIGH SCHOOL.—The term “high school”
12 means a secondary school that grants a diploma, as
13 defined by the State, and includes, at least grade 12.

14 (15) INDUSTRY-RECOGNIZED CREDENTIAL.—
15 The term “industry-recognized credential” means an
16 industry-recognized credential that—

17 (A) is demonstrated to be of high quality
18 by the institution offering the program;

19 (B) meets the current, as of the date of
20 the determination, or projected needs of a local
21 or regional workforce for recruitment, screen-
22 ing, hiring, retention, or advancement pur-
23 poses—

1 (i) as determined by the State in
 2 which the program is located, in consulta-
 3 tion with business entities; or

4 (ii) as demonstrated by the institution
 5 offering the program leading to the creden-
 6 tial; and

7 (C) is, where applicable, endorsed by a na-
 8 tionally recognized trade association or organi-
 9 zation representing a significant part of the in-
 10 dustry or sector.

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

15 (17) MOBILITY RATE.—The term “mobility
 16 rate” means the rate at which students transfer
 17 from one secondary school to another secondary
 18 school due to a change in primary residence.

19 (18) POSTSECONDARY ENROLLMENT.—The
 20 term “postsecondary enrollment” means, of the stu-
 21 dents who graduate from secondary school with a
 22 regular high school diploma consistent with section
 23 200.19(b)(1)(i) of title 34, Code of Federal Regula-
 24 tions, the number and percentage of such students

1 who enroll in a institution of higher education within
 2 16 months of receiving the diploma.

3 (19) POSTSECONDARY CREDIT-ACCUMULA-
 4 TION.—The term “postsecondary credit–accumula-
 5 tion” means, of the students who graduate from sec-
 6 ondary school with a regular high school diploma
 7 consistent with section 200.19(b)(1)(i) of title 34,
 8 Code of Federal Regulations, and who enroll in an
 9 institution of higher education not later than 16
 10 months after receiving the diploma, the number and
 11 percentage of such students who complete at least
 12 the equivalent of 1 academic year of college credit
 13 applicable to a postsecondary degree not later than
 14 2 years after enrollment in an institution of higher
 15 education.

16 (20) QUALIFIED INTERMEDIARY.—The term
 17 “qualified intermediary” means an entity that has—

18 (A) a demonstrated record of working on
 19 grant-related high school redesign activities;
 20 and

21 (B) expertise in building and sustaining
 22 partnerships with entities such as employers,
 23 schools, community-based organizations, institu-
 24 tions of higher education, social service organi-
 25 zations, economic development organizations,

1 and workforce systems to broker services, re-
 2 sources, and supports to youth and the organi-
 3 zations and systems that are designed to serve
 4 youth (including connecting employers to class-
 5 rooms, designing and implementing
 6 contextualized pathways to postsecondary edu-
 7 cation and careers, developing curricula, deliv-
 8 ering professional development, and connecting
 9 students to internships and other work-based
 10 learning opportunities).

11 (21) SECRETARY.—The term “Secretary”
 12 means the Secretary of Education.

13 (22) STRUGGLING STUDENT.—The term
 14 “struggling student” means a student who is at an
 15 increased risk for low academic achievement and is
 16 unlikely to graduate secondary school within 4 years,
 17 college and career ready, or a student who has
 18 dropped out of middle school or high school.

19 (23) STUDENT-CENTERED LEARNING AP-
 20 PROACHES.—The term “student-centered learning
 21 approaches” means instruction and curriculum
 22 that—

23 (A) are personalized and competency based
 24 or mastery oriented;

25 (B) take place anytime and anywhere;

1 (C) enable students to have supports to
 2 take increased responsibility over their edu-
 3 cation and develop self-regulation skills; and

4 (D) are designed to foster the skills, dis-
 5 positions, and knowledge students need to suc-
 6 ceed in college, career, and citizenship, and the
 7 competencies described in section 2(1).

8 (24) TRANSFER RATE.—The term “transfer
 9 rate” means the rate at which students transfer
 10 from one high school to another high school, or from
 11 one high school to another education setting, for a
 12 reason other than due to a change in primary resi-
 13 dence, as verified through written documentation by
 14 the local educational agency serving the student at
 15 the time of the transfer.

16 **SEC. 4. PROGRAMS AUTHORIZED.**

17 (a) PROGRAM AUTHORIZED.—The Secretary shall
 18 award grants to eligible entities to implement comprehen-
 19 sive high school redesign strategies for the purpose of
 20 transforming the high school experience in order to pro-
 21 vide students with challenging, engaging, and relevant
 22 academic and career-related learning opportunities that
 23 are aligned with rigorous, challenging academic content
 24 that prepares them to transition to postsecondary edu-
 25 cation and careers, including opportunities to earn post-

1 secondary course credit, and which may focus on STEM-
2 related courses and careers.

3 (b) RESERVATION OF FUNDS.—

4 (1) BUREAU OF INDIAN EDUCATION.—The Sec-
5 retary shall reserve one-half of 1 percent of the total
6 amount appropriated to carry out this Act for a fis-
7 cal year for the Bureau of Indian Education, which
8 shall be awarded, on a competitive basis, by the Bu-
9 reau of Indian Education for activities consistent
10 with the purposes of the program.

11 (2) TECHNICAL ASSISTANCE.—The Secretary
12 shall reserve not more than 2.5 percent of the total
13 amount appropriated to carry out this Act for a fis-
14 cal year for national activities, including evaluation,
15 dissemination of best practices, and technical assist-
16 ance.

17 (c) GRANTS AUTHORIZED.—

18 (1) IN GENERAL.—From the total amount of
19 funds appropriated to carry out this Act for a fiscal
20 year and not reserved under subsection (b), the Sec-
21 retary shall award grants, on a competitive basis, to
22 eligible entities, based on the quality of the applica-
23 tions submitted.

24 (2) GRANT DURATION.—Grants awarded under
25 this section shall be for a period of 5 years, condi-

1 tional after 3 years on satisfactory progress on the
2 leading performance indicators described in sub-
3 section (d)(2)(J)(i), as determined by the Secretary,
4 and renewable for 3 additional 1-year periods, based
5 on satisfactory progress on the core indicators de-
6 scribed in subsection (d)(2)(J)(ii).

7 (3) PLANNING GRANTS.—The Secretary may—

8 (A) allow eligible entities to utilize funds
9 provided under this section for planning pur-
10 poses for not more than 1 year after receiving
11 the grant; and

12 (B) withhold subsequent allocations of
13 grant funds if the Secretary determines an eli-
14 gible entity plan to be insufficient to effectively
15 achieve the purposes of this Act.

16 (4) ANNUAL REPORT.—Each eligible entity that
17 receives a grant under this section shall submit to
18 the Secretary an annual report including data on the
19 entity's progress on the performance indicators de-
20 scribed in subsection (d)(2)(J).

21 (5) EQUITY ASSURANCES.—To receive a grant
22 under this section, an eligible entity shall dem-
23 onstrate its commitment to the core equity assur-
24 ance areas, including, for each local educational
25 agency included in an eligible entity, an assurance

1 that the local educational agency has implemented
2 the following policies:

3 (A) LOW-INCOME FAMILIES IN SECONDARY
4 SCHOOLS.—For measuring the number of stu-
5 dents in low-income families in secondary
6 schools, the local educational agency shall use
7 the same measure of poverty, which shall be the
8 calculation producing the greater of the results
9 from among the following 2 calculations:

10 (i) The calculation described under
11 section 1113(a)(5) of the Elementary and
12 Secondary Education Act of 1965 (20
13 U.S.C. 6313(a)(5)).

14 (ii) A feeder pattern, if applicable.

15 (B) TITLE I ALLOCATION TO HIGH
16 SCHOOLS.—Each such local educational agen-
17 cy—

18 (i) shall allocate funds received under
19 section 1113(a) of the Elementary and
20 Secondary Education Act of 1965 (20
21 U.S.C. 6313(a)), in excess of the highest
22 allocation received by such local edu-
23 cational agency for the 5 fiscal years prior
24 to the date of enactment of this Act, to eli-
25 gible high schools until such fiscal year as

high schools served by the local educational agency receive proportional funding under subpart 2 of part A of title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6331 et seq.); and

(ii) after proportional funding is achieved under subpart 2 of part A of title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6331 et seq.), shall allocate funds under this Act in such a way as to at least maintain such proportional funding to eligible high schools served by the agency.

(C) **EQUITABLE DISCIPLINE POLICIES.**—

Each such local educational agency shall implement policies and strategies to improve school climate, including effective and equitably applied discipline policies, which shall be informed, in part, by data reported as part of the Office of Civil Rights Data Collection.

(D) **PROPORTIONAL FUNDING.**—In this paragraph, the term “proportional funding” means the percentage of a local educational agency’s allocation under subpart 2 of part A of title I of the Elementary and Secondary Edu-

1 cation Act of 1965 (20 U.S.C. 6331 et seq.) is
2 at least equal to the percentage of low-income
3 students eligible to attend high schools served
4 by the local educational agency.

5 (d) APPLICATION.—

6 (1) IN GENERAL.—An eligible entity that de-
7 sires a grant under this section shall submit an ap-
8 plication to the Secretary at such time, in such man-
9 ner, and containing such information as the Sec-
10 retary may reasonably require.

11 (2) CONTENTS.—Each application submitted
12 under paragraph (1) shall include, at a minimum, a
13 description of the following:

14 (A) How the eligible entity will use funds
15 awarded under this section to carry out the evi-
16 denced-based activities described in subsections
17 (e) and (f) to provide all students with person-
18 alized learning experiences and engage students
19 equitably in applied learning and student-cen-
20 tered learning approaches.

21 (B) The responsibilities to be carried out
22 by each member of the eligible entity and addi-
23 tional external partners or qualified inter-
24 mediaries, including a description of their
25 record of success in secondary school reform.

1 (C) How the eligible entity will sustain the
2 activities proposed, including the availability of
3 funds from non-Federal sources and coordina-
4 tion with other Federal, State, and local funds.

5 (D) The comprehensive needs analysis and
6 capacity assessment conducted of the eligible
7 entity and eligible high schools that will be
8 served under the grant. The needs analysis and
9 capacity assessment shall include the following:

10 (i) An examination of each high
11 school's data in the aggregate, and
12 disaggregated, and cross-tabulated by each
13 of the subgroups of students described in
14 section 1111(h)(1)(C)(i) of the Elementary
15 and Secondary Education Act of 1965 (20
16 U.S.C. 6311(h)(1)(C)(i)), on the following:

17 (I) Graduation rates and charac-
18 teristics of those students who are not
19 graduating, including such students'
20 attendance, behavior, expulsion rates,
21 suspension rates, course performance,
22 credit accumulation rates, on-track to
23 graduate rates, transfer rates, and
24 mobility rates.

1 (II) Rates of dropout recovery
 2 (re-entry) into programs leading to
 3 secondary and postsecondary success.

4 (III) Rates of postsecondary en-
 5 rollment, remediation, and, if avail-
 6 able, persistence and completion.

7 (IV) The percentage of students
 8 who are 2 or more years over-aged or
 9 under-credited for their grade level.

10 (V) The percentage of students
 11 who are 1 or more years over-aged or
 12 under-credited for their grade level.

13 (ii) An examination of each eligible
 14 high school and feeder middle school's data
 15 in the aggregate, and disaggregated by
 16 each of the subgroups of students de-
 17 scribed in section 1111(h)(1)(C)(i) of the
 18 Elementary and Secondary Education Act
 19 of 1965 (20 U.S.C. 6311(h)(1)(C)(i)), as
 20 applicable, on the following:

21 (I) Student academic achieve-
 22 ment, including the percentage of stu-
 23 dents who have on-time credit accu-
 24 mulation at the end of each grade,
 25 and student progression, as applica-

1 ble, and the percent of students fail-
2 ing a core, credit-bearing, reading or
3 language arts, science, or mathematics
4 course, or failing 2 or more of any
5 courses.

6 (II) Annual, average attendance
7 rates.

8 (III) Percentage of students who
9 are chronically absent.

10 (IV) Annual rates of expulsions,
11 suspensions (including in-school and
12 out-of-school suspensions), school vio-
13 lence, harassment, and bullying, as
14 defined under State or local laws or
15 policies.

16 (V) Annual, average credit accu-
17 mulation.

18 (VI) Annual mobility, transfer,
19 and attrition rates.

20 (VII) Annual, average enrollment
21 in and completion of advanced
22 coursework, including participation in
23 rigorous career and technical and
24 STEM specialized and advanced
25 courses and opportunities to earn

1 postsecondary credit while in high
2 school such as through dual enroll-
3 ment, early college high school, and
4 Advanced Placement or International
5 Baccalaureate courses.

6 (VIII) Curriculum alignment
7 with college and career ready stand-
8 ards across all grade levels, including
9 alignment with requirements to pur-
10 sue STEM-related courses in postsec-
11 ondary education.

12 (IX) The percentage of students
13 participating in career and technical
14 education coursework that is aligned
15 to standards for career and technical
16 education.

17 (X) The nonacademic barriers
18 that impact student achievement and
19 the availability of support services to
20 address such barriers.

21 (XI) The number and percentage
22 of students who do not transition
23 from grade 8 to grade 9 and who have
24 not transferred to and enrolled in a
25 school outside of the local educational

1 agency within the State or outside of
2 the State.

3 (iii) An examination and description
4 of each eligible high school's capacity to
5 implement the school reform activities
6 under subsection (e)(3), including—

7 (I) the capacity and experience
8 levels of administrative, instructional,
9 and non-instructional staff, including
10 the extent to which teachers assigned
11 to a core academic subject are fully
12 certified in the subject area in which
13 they are assigned and teacher and
14 leader ratings based on the State
15 teacher and leader evaluation and im-
16 provement system;

17 (II) the budget, including how
18 Federal, State, and local funds are
19 being spent and can be more effi-
20 ciently utilized;

21 (III) opportunities to extend or
22 restructure the school day, week, or
23 year;

1 (IV) policies of the local edu-
2 cational agency related to seat-time
3 requirements; and

4 (V) the technical assistance, ad-
5 ditional resources, and staff necessary
6 to implement the activities identified
7 in subsection (e).

8 (iv) An assessment of community-
9 based resources, including—

10 (I) identification of community-
11 based resources;

12 (II) opportunities to extend
13 learning opportunities that are avail-
14 able to students through partnerships
15 with relevant community-based orga-
16 nizations and employers, including
17 those with experience in STEM-re-
18 lated fields; and

19 (III) a description of roles and
20 responsibilities of each entity within
21 the eligible entity.

22 (v) An assessment of the external
23 partner capacity to provide technical as-
24 sistance and resources to implement the
25 activities described in subsection (e).

1 (E) The rationale for the model or strate-
2 gies chosen, to be implemented under sub-
3 section (e), including how it will effectively ad-
4 dress the needs identified through the needs
5 analysis.

6 (F) A plan to ensure that the eligible enti-
7 ty will not track students into specific career
8 themes or job placements and that the opportu-
9 nities provided to students are of comparable
10 rigor.

11 (G) A plan to use current regional labor
12 market information and engage employers and
13 community-based organizations in the develop-
14 ment of work-related learning opportunities,
15 particularly those in STEM-related fields, and
16 other curriculum revisions under subsection (e).

17 (H) A plan to address the needs of stu-
18 dents with disabilities, English language learn-
19 ers, and struggling students in the redesign ac-
20 tivities under subsection (e).

21 (I) A description of the policies and strate-
22 gies that will be implemented to improve school
23 climate, including effective and equitable dis-
24 cipline policies, which shall be informed, in

1 part, by data reported as part of the Office of
2 Civil Rights Data Collection.

3 (J) The performance indicators and tar-
4 gets the eligible entity will use to assess the ef-
5 fectiveness of the activities implemented under
6 this section, including—

7 (i) leading indicators, which may in-
8 clude—

9 (I) annual, average attendance
10 rates;

11 (II) percentage of students who
12 are chronically absent;

13 (III) rates, including
14 disproportionality, of expulsions, sus-
15 pensions, school violence, harassment,
16 and bullying (as defined under State
17 or local laws or policies);

18 (IV) annual student mobility
19 rates;

20 (V) annual student transfer
21 rates; and

22 (VI) annual attrition rates;

23 (ii) core indicators, which may in-
24 clude—

- 1 (I) graduation rates (as defined
2 under section 200.19(b)(1)(i) of title
3 34, Code of Federal Regulations);
- 4 (II) dropout recovery (re-entry)
5 rates;
- 6 (III) percentage of students who
7 have on-time credit accumulation at
8 the end of each grade, and whom are
9 on track to graduate within the stand-
10 ard number of years, and the percent-
11 age of students failing a core subject
12 course;
- 13 (IV) percentage of students who
14 successfully transitioned from 8th to
15 9th grade;
- 16 (V) student achievement data, in-
17 cluding the percentage of students
18 performing at a proficient level on
19 State student academic assessments
20 required under section 1111(b)(3) of
21 the Elementary and Secondary Edu-
22 cation Act of 1965 (20 U.S.C.
23 6311(b)(3)); and
- 24 (VI) percentage of students, in-
25 cluding subgroups of students de-

1 scribed in section 1111(h)(1)(C)(i) of
 2 the Elementary and Secondary Edu-
 3 cation Act of 1965 (20 U.S.C.
 4 6311(h)(1)(C)(i)), and traditionally
 5 under-represented in the STEM-re-
 6 lated field, participating in STEM-re-
 7 lated coursework or STEM-related
 8 work-based learning opportunities;
 9 and

10 (iii) indicators of college and career
 11 readiness such as—

12 (I) percentage of students suc-
 13 cessfully completing rigorous postsec-
 14 ondary education courses while at-
 15 tending secondary school, such as Ad-
 16 vanced Placement or International
 17 Baccalaureate courses;

18 (II) percentage of students per-
 19 forming at or above the college-readi-
 20 ness benchmark on the SATs, or
 21 ACT;

22 (III) the number and percentage
 23 of students enrolling in and who at-
 24 tain State and local adjusted levels of
 25 performance, as described in section

1 113(b) of the Carl D. Perkins Career
 2 and Technical Education Act of 2006
 3 (20 U.S.C. 2323(b)), and reported by
 4 the State in a manner consistent with
 5 section 113(c) of such Act;

6 (IV) rates of workplace experi-
 7 ence and other indicators of the acqui-
 8 sition of employability skills, including
 9 the number and percentage of stu-
 10 dents earning an industry-recognized
 11 credential;

12 (V) the number and percentage
 13 of students completing a registered
 14 apprenticeship program, as defined in
 15 section 171 of the Workforce Innova-
 16 tion and Opportunity Act (29 U.S.C.
 17 3226); and

18 (VI) rates of enrollment, remedi-
 19 ation, persistence, and completion of
 20 postsecondary education.

21 (e) REQUIRED USES OF FUNDS.—

22 (1) DISTRICTWIDE REQUIRED USES OF
 23 FUNDS.—An eligible entity that receives a grant
 24 under this section shall use the grant funds to—

1 (A) develop and implement partnerships to
 2 help schools prepare students to apply academic
 3 concepts to real world challenges;

4 (B) implement an early warning indicator
 5 system in eligible high schools, and, where ap-
 6 plicable, feeder middle schools, to identify
 7 struggling students and create a system of evi-
 8 dence-based and linguistically and culturally rel-
 9 evant interventions, by—

10 (i) identifying and analyzing the aca-
 11 demic risk factors that most reliably pre-
 12 dict dropouts by using longitudinal data of
 13 past cohorts of students;

14 (ii) identifying specific indicators of
 15 student progress and performance, such as
 16 attendance, including the percentage of
 17 students who are chronically absent, aca-
 18 demic performance in core courses, and
 19 postsecondary credit-accumulation, to
 20 guide decisionmaking;

21 (iii) identifying or developing a mech-
 22 anism for regularly collecting and ana-
 23 lyzing data about the impact of interven-
 24 tions on the indicators of student progress
 25 and performance;

1 (iv) analyzing academic indicators to
 2 determine whether students are on track to
 3 graduate secondary school in the standard
 4 numbers of years; and

5 (v) identifying and implementing
 6 strategies for pairing academic support
 7 with integrated student services and case-
 8 managed interventions for students requir-
 9 ing intensive supports, which may include
 10 partnerships with other external partners;

11 (C) provide support and credit recovery op-
 12 portunities for struggling students, including
 13 those who are overaged and undercredited, at
 14 secondary schools served by the eligible entity
 15 or other appropriate settings by offering activi-
 16 ties, such as—

17 (i) the development of a personalized
 18 learning plan;

19 (ii) a flexible school schedule;

20 (iii) competency-based learning mod-
 21 els, accelerated learning models, and per-
 22 formance-based assessments;

23 (iv) the provision of support services;

24 (v) dual enrollment opportunities;

1 (vi) preparation for and transitioning
 2 into postsecondary education; and

3 (vii) work-related learning opportuni-
 4 ties;

5 (D) provide dropout recovery or reentry
 6 programs to high schools that are designed to
 7 encourage and support dropouts returning to an
 8 educational system, program, or institution fol-
 9 lowing an extended absence in order to grad-
 10 uate college and career ready;

11 (E) provide evidence-based middle school
 12 to high school transition programs and sup-
 13 ports, including through curricula alignment
 14 and early high school programs that allow stu-
 15 dents to earn high school credit in middle
 16 school; and

17 (F) provide school leaders, instructional
 18 staff, non-instructional staff, students, and
 19 families with high-quality, easily accessible, and
 20 timely information, beginning in grade nine,
 21 about—

22 (i) secondary school graduation re-
 23 quirements;

24 (ii) postsecondary education applica-
 25 tion processes;

1 (iii) postsecondary admissions proc-
 2 esses and requirements, including require-
 3 ments for pursuing postsecondary degrees
 4 in STEM-related subjects;

5 (iv) public financial aid and other
 6 available private scholarship and grant aid
 7 opportunities;

8 (v) regional and national labor market
 9 information, including information about
 10 national and local STEM-related career
 11 opportunities; and

12 (vi) other programs and services for
 13 increasing rates of college access and suc-
 14 cess for students from low-income families
 15 and other traditionally underserved stu-
 16 dents.

17 (2) REQUIRED USE OF FUNDS IN FEEDER MID-
 18 DLE SCHOOLS.—An eligible entity that receives a
 19 grant under this section shall use the grant funds in
 20 feeder middle schools to improve the academic
 21 achievement of their students and prepare them to
 22 graduate on track to college and career readiness
 23 by—

1 (A) using early warning indicator and
2 intervention systems described in paragraph
3 (1)(B);

4 (B) creating a personalized learning envi-
5 ronment;

6 (C) providing students with the pre-
7 requisite coursework necessary to prepare stu-
8 dents for participation in rigorous and advanced
9 coursework at the high school level, including in
10 STEM-related areas of coursework;

11 (D) implementing organizational practices
12 and school schedules that allow for collaborative
13 staff participation, which may include profes-
14 sional learning communities, team teaching, and
15 common instructional planning time;

16 (E) implementing high-quality, evidence-
17 based, and ongoing professional development
18 for teachers and school leaders, providing in-
19 creased opportunities for collaboration, and pro-
20 viding curriculum coaches or instructional lead-
21 ers to—

22 (i) implement the activities funded
23 under this Act;

24 (ii) strengthen content knowledge and
25 instructional strategies;

- 1 (iii) develop instructional strategies to
- 2 support literacy across disciplines; and
- 3 (iv) develop caring, consistent rela-
- 4 tionships between students and staff that
- 5 communicate high expectations for student
- 6 learning and behavior;
- 7 (F) providing professional development and
- 8 support for specialized instructional support
- 9 personnel; and
- 10 (G) providing school leaders, instructional
- 11 staff, noninstructional staff, students, and fami-
- 12 lies with high-quality, easily accessible, and
- 13 timely information about—
- 14 (i) secondary school graduation re-
- 15 quirements;
- 16 (ii) postsecondary applications and ad-
- 17 missions processes and requirements, in-
- 18 cluding requirements for pursuing postsec-
- 19 ondary degrees in STEM-related subjects;
- 20 (iii) public financial aid and other
- 21 available private scholarship and grant aid
- 22 opportunities;
- 23 (iv) regional and national labor mar-
- 24 ket information, including information

about national and local STEM-related career opportunities; and

(v) other programs and services for increasing rates of college access and success for students from low-income families.

(3) REQUIRED USE OF FUNDS IN ELIGIBLE HIGH SCHOOLS.—An eligible entity that receives a grant under this section shall use the grant funds in eligible high schools to implement a comprehensive approach that will—

(A) personalize the school experience—

(i) through the continuous and timely use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;

(ii) by providing a personalized sequence of instructional content and skill development informed by the student’s academic interests and learning styles that is designed to enable the student to achieve the student’s individual goals and ensure the student can graduate on time and col-

lege and career ready, which may include
the use of personalized learning plans; and

(iii) by implementing strategies that
develop caring, consistent relationships be-
tween students and adults that commu-
nicate high expectations for student learn-
ing and behavior;

(B) increase student engagement by pro-
viding applied learning opportunities and stu-
dent-centered learning;

(C) provide school leaders with autonomy
through a flexible budget and staffing author-
ity;

(D) implement ongoing high-quality, job-
embedded, evidence-based professional develop-
ment for teachers and school leaders, provide
increased opportunities for collaboration and
leadership, which may include professional
learning communities, and may include pro-
viding curriculum coaches or instructional lead-
ers to—

(i) implement the activities funded
under this Act;

(ii) strengthen content knowledge and
instructional strategies, including those

- 1 strategies needed to provide postsecondary-
- 2 level course content in secondary school
- 3 and work-related learning opportunities;
- 4 (iii) develop instructional strategies to
- 5 support literacy across disciplines; and
- 6 (iv) strengthen relationships among
- 7 students and staff;
- 8 (E) increase student access to teachers cer-
- 9 tified in the subject area they are assigned to
- 10 teach;
- 11 (F) provide professional development and
- 12 support for specialized instructional support
- 13 personnel;
- 14 (G) improve access to rigorous courses, in-
- 15 cluding providing all students with pathways to
- 16 earn not less than 12 postsecondary credits
- 17 while in high school, which may include—
- 18 (i) redesigning academic content and
- 19 instructional practices to align high school
- 20 coursework with criteria associated with
- 21 admission to postsecondary education and
- 22 success in such postsecondary education in
- 23 credit-bearing courses and employer expec-
- 24 tations;

1 (ii) increasing rigor by providing each
 2 student with the opportunity to earn post-
 3 secondary credit while in high school, par-
 4 ticularly in STEM-related subjects, such as
 5 through dual enrollment or early college
 6 high school; or

7 (iii) implementing competency-based
 8 learning models;

9 (H) provide college and career pathways
 10 through such activities as—

11 (i) implementing a college and career
 12 ready curriculum that integrates rigorous
 13 academics, early college and dual enroll-
 14 ment opportunities, career and technical
 15 education, and experiential learning for
 16 high school students in high-skill, high-de-
 17 mand industries in collaboration with local
 18 and regional employers, including in
 19 STEM-related subject areas, and work-
 20 based learning experiences;

21 (ii) providing dual enrollment oppor-
 22 tunities with college credit-bearing courses,
 23 including accelerated certificate programs
 24 with community colleges or other recog-
 25 nized postsecondary credentials and includ-

ing dual enrollment opportunities for secondary school students who are 2 or more years over-age or under-credited and those who have dropped out of school; or

(iii) designing curricula and sequences of courses, including in STEM-related subjects, in collaboration with teachers from the eligible high school and faculty from the partner institution of higher education so that students may simultaneously earn credits toward a high school diploma and earn an associate degree or at least 12 transferable postsecondary education credits toward a postsecondary degree at no cost to students or their families;

(I) strengthen the transition between high school and postsecondary education, which may begin in middle school, through such activities as—

(i) providing comprehensive and timely academic and career counseling, which includes ensuring low student-to-counselor ratios, that addresses both college and career planning needs and allow students to make informed decisions about academic

and career options, including the use of current labor-market information for students, families, and staff;

(ii) providing high-quality college and career exploration opportunities including college campus visits, work-related learning opportunities, particularly in in-demand industry sectors or occupations, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102);

(iii) coordinating secondary and postsecondary support services, and academic calendars to allow students to visit and take courses at the institutions of higher education; and

(iv) providing academic and support services, including financial aid counseling for postsecondary education;

(J) make more strategic use of learning time, which may include restructuring the school day, extending the school day, week, or year, or providing related opportunities through after school programming;

(K) utilize technology effectively to achieve the purposes of this Act; and

1 (L) provide integrated support services to
 2 address the social, emotional, health, and be-
 3 havioral needs of students that influence aca-
 4 demic achievement.

5 (f) ALLOWABLE USES OF FUNDS.—An eligible entity
 6 that receives a grant under this section may use the grant
 7 funds to improve parent and family engagement in the
 8 educational achievement of students and dropouts to en-
 9 sure that they are, or become, on track to college and ca-
 10 reer readiness, which may include—

11 (1) leveraging community-based services and re-
 12 sources to support students, dropouts, and their
 13 families;

14 (2) providing information to assist parents and
 15 families in navigating the public school system and
 16 postsecondary planning;

17 (3) providing or modernizing equipment and
 18 materials needed to implement high-quality, career-
 19 related instruction and science, technology, engineer-
 20 ing, and mathematics instruction to assist in the im-
 21 plementation of activities required under subsection
 22 (e);

23 (4) providing after school or extended learning
 24 opportunities, by extending the school day, week, or
 25 year to increase the total number of school hours to

1 include additional time for instruction in academic
2 subjects and enrichment activities that contribute to
3 a well-rounded education and includes credit-bearing
4 opportunities;

5 (5) increasing student supports through activi-
6 ties such as student advisories, school counseling op-
7 portunities, and one-to-one mentoring; and

8 (6) creating smaller learning communities.

9 (g) SUPPLEMENT NOT SUPPLANT.—An eligible enti-
10 ty shall use Federal funds received under this section only
11 to supplement the funds that would, in the absence of such
12 Federal funds, be made available from other Federal and
13 non-Federal sources for the activities described in this sec-
14 tion, and not to supplant such funds.

15 (h) SUSTAINABILITY.—An eligible entity shall dem-
16 onstrate—

17 (1) how the use of existing Federal, State, and
18 local resources, such as funds made available under
19 the Carl D. Perkins Career and Technical Education
20 Act of 2006 (20 U.S.C. 2301 et seq.) and the Work-
21 force Innovation and Opportunity Act (29 U.S.C.
22 3101 et seq.) may be coordinated with such grant;
23 and

1 (2) how the members of the eligible entity will
2 identify and secure resources to ensure program sus-
3 tainability after the expiration of such grant.

4 (i) DATA COLLECTION AND EVALUATION.—

5 (1) COLLECTION OF DATA.—Each eligible enti-
6 ty receiving a grant under this Act shall collect and
7 report annually to the Secretary such information on
8 the results of the activities assisted under the grant
9 as the Secretary may reasonably require, includ-
10 ing—

11 (A) the number and percentage of stu-
12 dents, in the aggregate and disaggregated by
13 each subgroup of students, as described in sec-
14 tion 1111(h)(1)(C)(i) of Elementary and Sec-
15 ondary Education Act of 1965 (20 U.S.C.
16 6311(h)(1)(C)(i)), who are served by the eligi-
17 ble entity under this Act and who—

18 (i) graduate from high school with a
19 regular high school diploma within 4 years;

20 (ii) graduate from high school with a
21 regular high school diploma within 5 years;

22 (iii) graduate from high school with a
23 regular high school diploma within 6 years;

1 (iv) are on-track to graduate from
2 high school college and career ready within
3 the standard number of years;

4 (v) earn credit toward a postsecondary
5 credential, including the number of credits;

6 (vi) earn a recognized postsecondary
7 credential, as defined in section 3 of the
8 Workforce Innovation and Opportunity Act
9 (29 U.S.C. 3102);

10 (vii) enroll in postsecondary edu-
11 cation;

12 (viii) need remediation at the postsec-
13 ondary level;

14 (ix) complete at least the equivalent of
15 1 academic year of postsecondary credit
16 applicable to a postsecondary degree not
17 later than 2 years after enrollment in an
18 institution of higher education; and

19 (x) complete postsecondary education;

20 (B) information consistent with the addi-
21 tional indicators of success proposed by the eli-
22 gible entity in the grant application; and

23 (C) other information the Secretary may
24 require as necessary for the evaluation de-
25 scribed in paragraph (3).

1 (2) REPORTING OF DATA.—Each eligible entity
 2 receiving a grant under this Act shall disaggregate
 3 the information required under paragraph (1) in the
 4 same manner as information is disaggregated under
 5 section 1111(h)(1)(C)(i) of the Elementary and Sec-
 6 ondary Education Act of 1965 (20 U.S.C.
 7 6311(h)(1)(C)(i)).

8 (3) EVALUATION.—

9 (A) IN GENERAL.—Each eligible entity re-
 10 ceiving a grant under this Act shall, imme-
 11 diately after the receipt of grant funds, enter
 12 into a contract with an outside evaluator to en-
 13 able the evaluator to conduct—

14 (i) an evaluation of the effects of the
 15 grant after the third year of implementa-
 16 tion of the grant, including the perform-
 17 ance indicators described in paragraph (1);
 18 and

19 (ii) an evaluation of the effects on the
 20 grant after the final year of the grant pe-
 21 riod, including the performance indicators
 22 described in paragraph (1).

23 (B) DISTRIBUTION.—Upon completion of
 24 an evaluation described in subparagraph (A),

1 the eligible entity shall submit a copy of the
2 evaluation to the Secretary in a timely manner.

3 **SEC. 5. AUTHORIZATION OF APPROPRIATIONS.**

4 There is authorized to be appropriated to carry out
5 this Act \$300,000,000 for fiscal year 2016 and for each
6 of the succeeding 5 fiscal years.

○