

115TH CONGRESS
2D SESSION

H. R. 6120

To establish a competitive grant program for parent engagement that would focus on the development, implementation, and evaluation of programs designed to increase capacity of parents to demonstrate and teach children social and emotional skills and of teachers to work with parents to develop these skills.

IN THE HOUSE OF REPRESENTATIVES

JUNE 14, 2018

Mr. RYAN of Ohio introduced the following bill; which was referred to the Committee on Education and the Workforce

A BILL

To establish a competitive grant program for parent engagement that would focus on the development, implementation, and evaluation of programs designed to increase capacity of parents to demonstrate and teach children social and emotional skills and of teachers to work with parents to develop these skills.

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 “Social and Emotional
5 Learning for Families Act” or the “SELF Act”.

1 **SEC. 2. GRANT PROGRAM.**

2 (a) IN GENERAL.—From amounts appropriated to
3 carry out this Act, the Secretary of Education shall award
4 grants, on a competitive basis, to eligible entities to de-
5 velop, implement and evaluate formal and informal parent
6 education programs in partnership with the entities de-
7 scribed in subsection (c)(3). The programs should be de-
8 signed with objectives to—

9 (1) provide instruction to parents on social and
10 emotional skills;

11 (2) provide instruction to parents on effective
12 strategies for teaching and reinforcing these same
13 skills to their children; and

14 (3) provide training to teachers or school staff
15 to support parent efforts to teach and reinforce chil-
16 dren’s social and emotional skills at home.

17 (b) MAXIMUM GRANT AMOUNT.—The total amount
18 of a grant awarded under this Act may not exceed
19 \$1,200,000.

20 (c) USES OF FUNDS.—

21 (1) IN GENERAL.—An eligible entity receiving a
22 grant under this subpart shall use such funds to
23 carry out a program at elementary schools and sec-
24 ondary schools served that—

25 (A) involves instruction of social and emo-
26 tional skills based on research-based and lo-

1 cally-relevant instructional materials for teach-
2 ers and parents;

3 (B) provides professional development for
4 pre-service and in-service teachers and other
5 professional educators to engage parents and
6 teach them social and emotional learning skills;

7 (C) provides direct instruction on social
8 and emotional learning to parents at hours
9 when parents are available and in places that
10 are convenient and easily accessible;

11 (D) incorporates evidence-based practices
12 to increase diversity of families participating in
13 the program;

14 (E) encourages participation of parents
15 from the school, partner agencies, or commu-
16 nity organizations working with families to
17 mentor the parents participating in the pro-
18 gram; and

19 (F) is designed to result in improved meas-
20 urable child outcomes, including positive social
21 behavior and academic outcomes.

22 (2) STATE EDUCATIONAL AGENCIES.—In the
23 case of an eligible entity that is a State educational
24 agency, such entity shall award subgrants, on a com-

1 petitive basis, to local educational agencies to carry
2 out the program described in paragraph (1).

3 (3) PUBLIC-PRIVATE PARTNERSHIPS.—Each el-
4 igible entity awarded a grant under this Act and
5 each local educational agency awarded a subgrant
6 under this Act shall be encouraged to carry out the
7 program funded under the grant in partnership with
8 one or more of the following:

9 (A) Elementary schools or secondary
10 schools.

11 (B) Institutions of higher education.

12 (C) Nonprofit organizations.

13 (D) Community-based organizations.

14 (E) Public or private entities with dem-
15 onstrated record of success in delivering edu-
16 cational support.

17 (d) APPLICATIONS.—An application for a grant
18 under this Act submitted by an eligible entity shall dem-
19 onstrate long-term commitment for the proposed program
20 through—

21 (1) providing laboratory and instructional
22 space;

23 (2) commitment to scaling successful programs
24 for parent education and involvement in social and
25 emotional learning in elementary schools and sec-

1 ondary schools under the jurisdiction of the eligible
2 entity; and

3 (3) commitment to serving diverse groups such
4 as underrepresented or economically disadvantaged
5 families.

6 (e) ANNUAL REPORT TO CONGRESS.—Not later than
7 1 year after the first grant is awarded under this Act,
8 and annually thereafter, the Secretary shall submit to
9 Congress and make publicly available, a report on activi-
10 ties and results under this Act. Such reports shall de-
11 scribe—

12 (1) the total number of grant applications re-
13 ceived for the preceding each year;

14 (2) the number and geographic distribution of
15 the grants for such year and for all grants awarded
16 under this Act;

17 (3) participation of minority-serving institutions
18 of higher education, such as historically Black col-
19 leges and universities and Hispanic-serving institu-
20 tions;

21 (4) participation of underrepresented and eco-
22 nomically disadvantaged families;

23 (5) plans for collaboration among eligible enti-
24 ties receiving a grant under this Act;

1 (6) overall program outcomes and issues of con-
2 cern; and

3 (7) recommendations for program revisions to
4 achieve the desired program outcome.

5 (f) DEFINITIONS.—

6 (1) ELIGIBLE ENTITY.—The term “eligible enti-
7 ty” means—

8 (A) an institution of higher education;

9 (B) a State educational agency;

10 (C) a local educational agency, in the case
11 in which the local educational agency is not re-
12 ceiving a subgrant under this Act for the fiscal
13 year for which the agency is applying for a
14 grant under this Act; or

15 (D) a consortium of any of the entities de-
16 scribed in subparagraphs (A) through (C).

17 (2) ESEA TERMS.—The terms “elementary
18 school”, “evidence-based”, “local educational agen-
19 cy”, “parent”, “professional development”, “sec-
20 ondary school”, and “State educational agency”
21 have the meanings given the terms in section 8101
22 of the Elementary and Secondary Education Act of
23 1965 (20 U.S.C. 7801).

24 (3) HISPANIC-SERVING INSTITUTION.—The
25 term Hispanic-serving institution has the meaning

1 given the term in section 502 of the Higher Edu-
2 cation Act of 1965 (20 U.S.C. 1101(a)).

3 (4) HISTORICALLY BLACK COLLEGE OR UNI-
4 VERSITY.—The “Historically Black college or univer-
5 sity” has the meaning given the term “part B insti-
6 tution” in section 322 of the Higher Education Act
7 of 1965 (20 U.S.C. 1061).

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

12 (6) INSTRUCTION.—The term “instruction”
13 means activities that—

14 (A) emphasize communication of knowl-
15 edge concerning—

16 (i) parenting fundamentals; and

17 (ii) social and emotional skills in
18 adults and children;

19 (B) provide opportunities to practice par-
20 enting fundamentals and social and emotional
21 skills through interactive activities between par-
22 ents and their children; and

23 (C) are aligned with and integrated into
24 parent involvement and engagement standards

1 that may exist in the applicable State or that
2 may be developed.

3 (7) MINORITY-SERVING INSTITUTION.—The
4 term “minority-serving institution” means an insti-
5 tution of higher education described in section
6 371(a) of the Higher Education Act of 1965 (20
7 U.S.C. 1067q).

8 (8) SECRETARY.—The term “Secretary” means
9 the Secretary of Education.

10 (9) SOCIAL AND EMOTIONAL SKILLS.—The
11 term “social and emotional skills” includes—

12 (A) self-awareness, or having a realistic
13 perception of one’s own values, interests, and
14 strengths, and being able to recognize one’s
15 own emotions;

16 (B) self-management, or how well one
17 manages emotions, impulses, and stress, and is
18 able to establish and achieve goals and exercise
19 self-discipline;

20 (C) social awareness, or the ability to take
21 the perspective of and empathize with someone
22 else and to appreciate and respect diversity;

23 (D) relationship skills, or the ability to
24 participate in healthy, cooperative, and caring

1 relationships, and effectively resolve conflicts;
2 and
3 (E) responsible decisionmaking, or the
4 ability to recognize and generate good choices,
5 evaluate the likely consequences of actions, and
6 take responsibility for one's decisions.

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