

112TH CONGRESS
1ST SESSION

S. 1019

To amend the Elementary and Secondary Education Act of 1965 in order
to support secondary school reentry programs.

IN THE SENATE OF THE UNITED STATES

MAY 18, 2011

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

A BILL

To amend the Elementary and Secondary Education Act
of 1965 in order to support secondary school reentry
programs.

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 “Secondary School Re-
5 entry Act of 2011”.

6 **SEC. 2. PURPOSE.**

7 It is the purpose of this Act—

8 (1) to amend the Elementary and Secondary
9 Education Act of 1965 (20 U.S.C. 6301 et seq.) to

1 increase the role of State educational agencies and
2 local educational agencies in implementing secondary
3 school reentry programs;

4 (2) to increase the role of State educational
5 agencies and local educational agencies in dem-
6 onstrating leadership in reaching out to and re-en-
7 gaging disconnected youth;

8 (3) to encourage State educational agencies and
9 local educational agencies to develop and implement
10 a plan for identifying and re-engaging young people
11 in a secondary education program that leads to the
12 attainment of a regular secondary school diploma;

13 (4) to encourage State educational agencies and
14 local educational agencies to establish partnerships
15 with community-based organizations, institutions of
16 higher education, government agencies, businesses,
17 qualified intermediaries, or other education pro-
18 viders, to provide a broad range of educational op-
19 tions and services, including services for individuals
20 who are beyond the State's established age of com-
21 pulsory school attendance;

22 (5) to encourage State educational agencies and
23 local educational agencies to establish a variety of
24 secondary education reentry programs, including
25 such programs that provide opportunities for—

1 (A) multiple pathways to a secondary
2 school diploma;

3 (B) compressed and expanded programs
4 that may be combined with dual enrollment in
5 institutions of higher education;

6 (C) integrated academic and career-themed
7 curricula, with opportunities for students to en-
8 gage in coordinated, sequenced, and scaled
9 work-based learning opportunities; and

10 (D) flexibility in awarding credit toward
11 graduation based on demonstrated competency
12 in addition to seat time; and

13 (6) to support local community partnerships in
14 integrating existing, and often disparate, services
15 into a comprehensive, cross-systems dropout reentry
16 approach.

17 **SEC. 3. FINDINGS.**

18 Congress finds the following:

19 (1) Each year approximately 1,300,000 stu-
20 dents fail to graduate from high school, which is an
21 average of 7,000 students dropping out of high
22 school each day, or 1 student every 9 seconds. Ac-
23 cording to the National Center for Education Statis-
24 tics, of those who fail to graduate with their peers,
25 only one-fourth eventually earn a regular high school

1 diploma, one-fourth earn a General Education Di-
2 ploma, and about one-half do not earn a high school
3 credential.

4 (2) The National Center for Education Statis-
5 tics reports that more than half of high school drop-
6 outs are students of color. A low-income student is
7 10 times more likely to drop out than a middle-in-
8 come or high-income student, and minority students
9 have a graduation rate of nearly 50 percent. The
10 graduation rate of students of color is as much as
11 25 percentage points below the graduation rate of
12 White students.

13 (3) Nearly 38 percent of young female drop-
14 outs, ages 16 to 24, were mothers, and becoming a
15 mother was the most common reason that females,
16 ages 16 to 24, dropped out of school.

17 (4) In the 2008–2009 school year, only 59 per-
18 cent of persons with disabilities ages 14 to 21 grad-
19 uated with a standard high school diploma.

20 (5) The Denver Public Schools and Colorado
21 Youth for a Change analyzed data from students
22 who dropped out of high school in the 2006–2007
23 school year and found that only 3 percent of stu-
24 dents who dropped out of high school were in situa-

1 tions where they could easily return to the tradi-
2 tional school system.

3 (6) According to a 2008 study of students who
4 reenrolled in the San Bernardino City Unified
5 School District over a 5-year period, only 18 percent
6 ultimately earned a high school diploma, rep-
7 resenting just 6 percent of the students who dropped
8 out of high school.

9 (7) The Alliance for Excellent Education re-
10 ports that dropouts from the class of 2010 alone will
11 result in more than \$337,000,000,000 in lost wages
12 over the course of such individuals' lifetimes. In-
13 creasing the graduation rate and rate of matricula-
14 tion at institutions of higher education of male stu-
15 dents in the United States by just 5 percent could
16 result in a reduction of crime-related costs that
17 would lead to a combined savings and revenue of al-
18 most \$8,000,000,000.

19 (8) Over the course of a lifetime, a student who
20 has dropped out of high school earns, on average,
21 about \$260,000 less than a high school graduate.
22 According to the Center for Labor Studies at North-
23 eastern University, 54 percent of the Nation's drop-
24 outs, ages 16 to 24, were jobless in an average
25 month during 2008. African-American students who

1 dropped out of high school experienced the highest
2 jobless rate, at 69 percent, followed by Asian-Amer-
3 ican students who dropped out of high school, at 57
4 percent, and White students who dropped out of
5 high school, at 54 percent. Hispanic students who
6 dropped out of high school had the lowest jobless
7 rate at 47 percent. In sharp contrast, only about 13
8 percent of young adults with a postsecondary degree
9 were jobless, on average, in the same time period.

10 (9) The estimated lifetime revenue loss for male
11 dropouts ages 25 to 34 is \$944,000,000,000. If high
12 schools and institutions of higher education in the
13 United States were to raise the graduation rates of
14 Hispanic, African-American, and Native American
15 students to the level of White students by 2020,
16 more than \$310,000,000,000 could potentially be
17 added to the economy of the United States, due to
18 the increase in personal income. Individuals who
19 dropped out of high school are also substantially
20 more likely to rely on public assistance than individ-
21 uals with a high school diploma.

22 (10) The Center for Labor Studies at North-
23 eastern University reports that male students of all
24 races who have dropped out of high school were 47
25 times more likely to be incarcerated than their peers

1 of a similar age who had graduated from a 4-year
 2 institution of higher education. Three-quarters of
 3 State prison inmates dropped out of high school, and
 4 59 percent of Federal prison inmates dropped out of
 5 high school.

6 (11) The annual cost to the public overall in
 7 terms of crime related and welfare benefit costs for
 8 individuals who drop out of high school is
 9 \$24,000,000,000.

10 **SEC. 4. ENHANCED REENTRY PROGRAMS UNDER THE**
 11 **DROPOUT PREVENTION ACT.**

12 Part H of title I of the Elementary and Secondary
 13 Education Act of 1965 (20 U.S.C. 6551 et seq.) is amend-
 14 ed—

15 (1) in section 1821—

16 (A) by redesignating paragraph (2) as
 17 paragraph (5);

18 (B) by inserting after paragraph (1) the
 19 following:

20 “(2) **QUALIFIED INTERMEDIARY.**—The term
 21 ‘qualified intermediary’ means an entity that—

22 “(A) works with key partners to broker
 23 services, resources, and supports to youth and
 24 the organizations and systems that are designed
 25 to serve youth; and

1 “(B) has demonstrated expertise in build-
2 ing, connecting, sustaining, and measuring
3 partnerships with employers, schools, commu-
4 nity-based organizations, postsecondary institu-
5 tions, social service organizations, economic de-
6 velopment organizations, and workforce systems
7 that directly support student success.

8 “(3) REENTRY PROGRAM.—The term ‘reentry
9 program’ means a program that is designed to en-
10 courage and support school dropouts in returning to
11 an educational system, program, or institution in
12 order to obtain a secondary school diploma.

13 “(4) SCHOOL DROPOUT.—The term ‘school
14 dropout’ means an individual who—

15 “(A) is no longer attending school (which
16 may include a student with an extended ab-
17 sence);

18 “(B) has not received a secondary school
19 diploma; and

20 “(C) is not more than 24 years of age.”;
21 and

22 (C) by inserting after paragraph (5) (as
23 redesignated by subparagraph (A)) the fol-
24 lowing:

1 “(6) STUDENT WITH AN EXTENDED AB-
 2 SENCE.—The term ‘student with an extended ab-
 3 sence’ means an individual who is enrolled in school
 4 but attends school with insufficient frequency to par-
 5 ticipate as a regular student.”;

6 (2) in section 1822—

7 (A) in subsection (a)(1)—

8 (i) in subparagraph (A)(ii), by insert-
 9 ing “, or consortia of local educational
 10 agencies,” after “local educational agen-
 11 cies”; and

12 (ii) in subparagraph (B), by striking
 13 “subsection (b)(2)” and inserting “sub-
 14 section (b)(3)”; and

15 (B) in subsection (b)—

16 (i) by redesignating paragraphs (2)
 17 and (3) as paragraphs (3) and (4), respec-
 18 tively;

19 (ii) in paragraph (1), by inserting “,
 20 or consortia of local educational agencies,”
 21 after “local educational agencies”;

22 (iii) in paragraph (3), as redesignated
 23 by clause (i)—

24 (I) in the matter preceding sub-
 25 paragraph (A), by striking “para-

1 graph (3)” and inserting “paragraph
2 (4)”;

3 (II) in subparagraph (A)—

4 (aa) in the matter preceding
5 clause (i), by inserting “, or a
6 consortium of local educational
7 agencies,” after “a local edu-
8 cational agency”; and

9 (bb) in clause (i) of subpara-
10 graph (A), by inserting “, or the
11 consortium of local educational
12 agencies” after “the local edu-
13 cational agency”; and

14 (III) in subparagraphs (B)
15 through (D), by inserting “, or the
16 consortium of local educational agen-
17 cies,” after “the local educational
18 agency” each place the term appears;
19 and

20 (iv) by inserting after paragraph (1)

21 the following:

22 “(2) REENTRY PROGRAMS.—The State edu-
23 cational agency shall ensure that each local edu-
24 cational agency, or consortium of local educational
25 agencies, that is awarded a subgrant under this sub-

1 section shall use not less than 30 percent of the
2 subgrant funds for the implementation of reentry
3 programs.”;

4 (3) in section 1823—

5 (A) in subsection (a)—

6 (i) in paragraph (1), by striking “or
7 local educational agency” and inserting “,
8 local educational agency, or consortium of
9 local educational agencies”; and

10 (ii) in paragraph (2), by inserting “,
11 or a consortium of local educational agen-
12 cies,” after “a local educational agency”;

13 (B) in subsection (b)—

14 (i) in paragraph (1)—

15 (I) in subparagraph (A)(i), by
16 striking “or local educational agen-
17 cy’s” and inserting “local educational
18 agency’s, or consortium’s” each place
19 the term appears;

20 (II) in subparagraph (B), by in-
21 serting “, or the consortium of local
22 educational agencies,” after “local
23 educational agency”;

24 (III) in subparagraph (F), by
25 striking “and” at the end;

1 (IV) in subparagraph (G), by
2 striking the period at the end and in-
3 serting “; and”; and

4 (V) by adding at the end the fol-
5 lowing:

6 “(H) include a description of each reentry
7 program established by the State educational
8 agency, local educational agency, or consortium
9 of local educational agencies as part of a grant
10 or subgrant awarded under this subpart, ad-
11 dressing each reentry program requirement, as
12 described in paragraph (4).”; and

13 (ii) in paragraph (2)—

14 (I) in the matter preceding sub-
15 paragraph (A), by inserting “, or a
16 consortium of local educational agen-
17 cies,” after “a local educational agen-
18 cy”; and

19 (II) in subparagraphs (A) and
20 (B), by inserting “, or the consor-
21 tium,” after “the local educational
22 agency” each place the term appears;
23 and

24 (C) by adding at the end the following:

1 “(3) APPLICATIONS FOR COMPETITIVE
2 GRANTS.—Each application and plan submitted for
3 a grant under paragraph (1) or (2) of section
4 1822(a) shall include, in addition to the require-
5 ments described in paragraphs (1) and (2), as appli-
6 cable, a statement of the percentage of grant funds
7 received under this subpart that will be directed to-
8 ward reentry programs.

9 “(4) REENTRY PROGRAM REQUIREMENTS.—
10 Each reentry program that is assisted with grant or
11 subgrant funds under this subpart shall include the
12 following:

13 “(A) SETTING.—A designated setting that
14 is appropriate for a reentry program in accord-
15 ance with the purposes of the Secondary School
16 Reentry Act of 2011.

17 “(B) PARTNERSHIP.—A description (in-
18 cluding an initial needs assessment, projected
19 program enrollment capacity, and clearly delin-
20 eated partnership roles) of a partnership be-
21 tween the State educational agency, local edu-
22 cational agency, or consortium of local edu-
23 cational agencies, and not less than 1 of the fol-
24 lowing entities that has a demonstrated record
25 of expertise and success in assisting the tar-

1 geted student population and implementing re-
2 entry programs in order to provide any of the
3 individual program requirements:

4 “(i) A community-based organization.

5 “(ii) An institution of higher edu-
6 cation.

7 “(iii) A local government agency,
8 which may include a law enforcement
9 agency, the juvenile justice system, or a so-
10 cial agency that provides direct services to
11 vulnerable youth.

12 “(iv) An education provider.

13 “(v) A business group that provides
14 on-site job training and internships that
15 help students simultaneously earn a sec-
16 ondary school diploma, gain vocational ex-
17 perience and qualifications, and earn in-
18 come.

19 “(vi) A community or national service
20 program, including a program authorized
21 under the Serve America Act (42 U.S.C.
22 12501).

23 “(vii) A qualified intermediary.

24 “(viii) A provider of a program au-
25 thorized under chapter 1 of subpart 2 of

1 part A of title IV of the Higher Education
2 Act of 1965.

3 “(C) EXPLANATION OF SERVICES.—A de-
4 scription of why the State educational agency,
5 local educational agency, or consortium of local
6 educational agencies has selected a particular
7 strategy, or strategies, or the provision of par-
8 ticular services, and how such selection will be
9 effective in meeting the needs of students who
10 are targeted and served by the reentry program,
11 by—

12 “(i) having a demonstrated history of
13 effectively serving youth;

14 “(ii) reflecting the different challenges
15 faced by the community (which may be
16 based on rural, urban, or suburban status)
17 such as outreach and transportation needs;
18 and

19 “(iii) including a range of approaches
20 for working with disconnected youth.

21 “(D) REENROLLMENT COUNSELOR.—The
22 assignment to each participant in the reentry
23 program, a reenrollment counselor who will be
24 responsible for—

1 “(i) student outreach and family en-
2 gagement;

3 “(ii) an initial student assessment and
4 timely enrollment of each student in a pro-
5 gram that best meets the needs of the stu-
6 dent;

7 “(iii) the monitoring of student
8 progress, including the creation of a stu-
9 dent graduation plan that—

10 “(I) identifies specific goals for
11 the student; and

12 “(II) includes coursework and ex-
13 periences that prepare the student for
14 success in college and careers upon
15 graduation; and

16 “(iv) the coordination of any special
17 education and related services that may be
18 needed by the student in order to complete
19 the student graduation plan.

20 “(E) EDUCATION SERVICES.—A well-devel-
21 oped, rigorous, interdisciplinary, education com-
22 ponent aligned to State standards, which shall
23 include the following:

24 “(i) Meaningful and differentiated
25 curricula that sets high expectations, ac-

1 tively involves students, establishes a clear
2 code of conduct, and provides an emphasis
3 on basic literacy and the skills needed in
4 science, technology, engineering, mathe-
5 matics, and financial literacy.

6 “(ii) Flexible scheduling designed to
7 address the barriers students face in re-
8 turning to, and remaining in, school, such
9 as—

10 “(I) open-entry and open-exit en-
11 rollment;

12 “(II) year-round enrollment that
13 allows students to return to school at
14 any time;

15 “(III) classes in the morning,
16 afternoon, and evening, and weekend
17 sessions;

18 “(IV) classes in various locations
19 and settings in order to accommodate
20 overage students;

21 “(V) self-paced classes to accom-
22 modate working students and vari-
23 ations in attendance; or

24 “(VI) a variety of course delivery
25 methods to accommodate individual

1 learning styles and alternative modes
2 of course completion.

3 “(iii) A low staff-to-student ratio.

4 “(iv) Opportunities for students to
5 make up previous course failures and take
6 required and elective courses.

7 “(v) A continuum of educational pro-
8 grams for students in the custody of the
9 State’s division of family services or juve-
10 nile justice system.

11 “(vi) A policy of prioritizing, and en-
12 couraging students to attain, a regular sec-
13 ondary school diploma rather than a recog-
14 nized equivalent of a secondary school di-
15 ploma. Students may be permitted to ob-
16 tain a recognized equivalent of a secondary
17 school diploma only if the attainment of
18 such equivalent is an element of a pathway
19 toward the achievement of a postsecondary
20 credential or employment in a high-wage,
21 high-growth industry.

22 “(vii) A policy of encouraging stu-
23 dents to continue their education by—

24 “(I) informing students of post-
25 secondary education opportunities, in-

1 including open enrollment opportunities
2 at State and local institutions of high-
3 er education; and

4 “(II) supporting students in the
5 transition from secondary school to
6 postsecondary education.

7 “(viii) Special education and related
8 services, as required under part B of the
9 Individuals with Disabilities Education Act
10 or section 504 of the Rehabilitation Act of
11 1973.

12 “(ix) If appropriate, transitional pro-
13 grams, such as residential programs.

14 “(F) COLLEGE AND CAREER READY SERV-
15 ICES.—The provision of not less than 1 of the
16 following college and career ready services that
17 provide credit for participation (such as an op-
18 portunity to earn secondary school and postsec-
19 ondary education credits through dual enroll-
20 ment or credit for internships, work experience,
21 community service, or service-learning, which
22 may also increase opportunities for employ-
23 ment):

24 “(i) Academic instruction combined
25 with training for an industry-recognized

1 credential, in order to create opportunities
2 for students in careers identified as high-
3 need industries in the local community,
4 which may include—

5 “(I) on-the-job training or school-
6 to-work internships that will expose
7 students to work practices, help stu-
8 dents gain qualifications, and create
9 opportunities for entry in the work-
10 force, including paid work; or

11 “(II) informing students of ca-
12 reer opportunities and supporting stu-
13 dents in the transition from secondary
14 school to full-time employment.

15 “(ii) Service learning projects or na-
16 tional or community service participation
17 that—

18 “(I) enhances a sense of civic re-
19 sponsibility; and

20 “(II) promotes the development
21 of applied skills, such as oral and
22 written communication, teamwork,
23 leadership, and critical thinking.

24 “(iii) Career exploration and develop-
25 ment activities for students, such as—

1 “(I) career academies in areas
2 such as health, military, technology,
3 or green jobs;

4 “(II) access to mentors and in-
5 structors from local businesses;

6 “(III) instruction in the ‘soft
7 skills’ needed for employment, includ-
8 ing communication skills; or

9 “(IV) guest speakers, campus
10 visits, and informational interviews.

11 “(G) STUDENT SUPPORT SERVICES.—The
12 provision of not less than 2 of the following
13 wrap-around student support services (including
14 a needs assessment and identification of the ap-
15 propriate service) to address the challenges that
16 cause students to leave school without a sec-
17 ondary school diploma, such as the following:

18 “(i) Targeted programs for—

19 “(I) individuals who are gang-in-
20 volved (including violence prevention
21 and conflict resolution programs); and

22 “(II) pregnant or parenting
23 youth.

24 “(ii) Additional academic instruction,
25 such as individual tutoring.

1 “(iii) Classes in areas such as par-
2 enting, life skills, and skills needed for the
3 workplace.

4 “(iv) Opportunities for character edu-
5 cation and student self-esteem building.

6 “(v) Child care or family support serv-
7 ices.

8 “(vi) Mental and emotional health
9 services (including psychological assess-
10 ments), learning disability diagnosis or as-
11 sessment, referral and access to special
12 education and related services required
13 under part B of the Individuals with Dis-
14 abilities Education Act (either as a result
15 of such diagnosis or existing diagnosis),
16 counseling, crisis intervention, birth control
17 and other preventive health resources, or
18 substance abuse services.

19 “(vii) Access to legal aid services in
20 order to help participants eliminate bar-
21 riers to reentry program attendance.

22 “(viii) Access to resources that will
23 provide participants with transportation or
24 housing assistance, or case managers to
25 coordinate additional services, such as ac-

1 cess to Medicaid, food stamps, and other
2 social programs that address the needs of
3 the entire family, and to serve as a point
4 of access and continued support.

5 “(ix) Mentors to provide ongoing sup-
6 port during the transition to postsecondary
7 education or employment, and to assist
8 participants with obtaining and maintain-
9 ing employment or completing a postsec-
10 ondary education program.

11 “(H) STAFF INVOLVEMENT.—Staff in-
12 volvement that is designed to build strong rela-
13 tionships with students and garner community
14 support, including the following:

15 “(i) Collaborative meetings between
16 teachers, families, and students to estab-
17 lish learning goals and develop an individ-
18 ually tailored educational program plan.

19 “(ii) Teacher monitoring of student
20 attendance, program participation, behav-
21 ior, and academic performance, and the
22 timely referral to appropriate resources
23 and services.

24 “(iii) Attention to a student’s instruc-
25 tional needs and course credit require-

1 ments, as well as a student’s day-to-day
2 needs, including any need for special edu-
3 cation and related services.

4 “(iv) Staff who is accessible, both dur-
5 ing school and after school hours.

6 “(I) OUTREACH.—Outreach initiatives,
7 through which the State educational agency,
8 local educational agency, or consortium of local
9 educational agencies shall collaborate and co-
10 ordinate with the partners described in sub-
11 paragraph (B) to conduct outreach and provide
12 information sharing between partners. The out-
13 reach initiative shall include—

14 “(i) visitation by the designated re-
15 enrollment counselor with youth who are
16 currently in a detention facility, in order to
17 establish a relationship and create a re-
18 entry plan;

19 “(ii) an outreach campaign, such as
20 targeted efforts to make personal contact
21 with the parents or legal guardians of stu-
22 dents whose age is within the State’s es-
23 tablished age for compulsory school attend-
24 ance in order to develop a comprehensive
25 needs assessment and provide information

1 on the broad range of educational options
2 and services for youth;

3 “(iii) a community-wide outreach cam-
4 paign, such as targeted efforts to make
5 personal contact with disengaged youth
6 through either home visitation or phone
7 calls, or the use of print and electronic
8 media; or

9 “(iv) the establishment of an Internet,
10 call-in, or on the ground information cen-
11 ter where disengaged youth can access in-
12 formation regarding reentry programs.

13 “(J) STAFF RETENTION STRATEGIES.—A
14 collaboration between the State educational
15 agency, local educational agency, or consortium
16 of local educational agencies and the partners
17 described in subparagraph (B) to increase pro-
18 gram staff retention by providing—

19 “(i) competitive pay and benefits;

20 “(ii) professional development;

21 “(iii) a low caseload for the reenroll-
22 ment counselor;

23 “(iv) opportunities for staff input in
24 program development; and

1 “(v) opportunities for staff recogni-
2 tion.

3 “(K) RESEARCH.—An assurance that the
4 activities that will be carried out through the
5 grant project conform with best practices re-
6 garding school dropout reentry programs.

7 “(L) EVALUATION.—Clearly identified
8 goals, input resources, intended outcomes, serv-
9 ice quality and processes, and performance
10 measures to evaluate the reentry program.

11 “(M) DATABASE.—A program placement
12 and outcome database system that tracks, for
13 each reentry program—

14 “(i) the number of students enrolled
15 in the reentry program;

16 “(ii) the rate of attendance;

17 “(iii) the rate of completion;

18 “(iv) the number of students who ob-
19 tain a secondary school diploma;

20 “(v) the rate of enrollment at institu-
21 tions of higher education;

22 “(vi) job placement rates;

23 “(vii) data relating to engagement in
24 criminal activity;

1 “(viii) data relating to the support
2 services utilized by students; and

3 “(ix) demographic information about
4 students enrolled in the reentry program,
5 including race or ethnicity, gender, dis-
6 ability status, socioeconomic status, and
7 sexual orientation.

8 “(N) VULNERABLE GROUPS.—An effort to
9 address the variety of reasons that students
10 drop out of school, including the identification
11 of particularly vulnerable groups and strategies
12 for targeting, engaging, and providing services
13 to such groups to meet the particular needs of
14 each group. Vulnerable groups may include in-
15 dividuals who are, or have previously been,
16 homeless, in foster care, under the custody of
17 the juvenile justice system or criminal justice
18 system, eligible for special education and re-
19 lated services under part B of the Individuals
20 with Disabilities Education Act or section 504
21 of the Rehabilitation Act of 1973, or identified
22 as high risk, including African-American, His-
23 panic or Latino, and Native American youth,
24 English Language Learners, migrant youth, les-
25 bian, gay, bisexual, and transgender (LGBT)

1 youth, youth whose parents are incarcerated,
2 youth with a history of substance abuse or men-
3 tal health needs, and teen parents.

4 “(O) ALIGNMENT OF SERVICES.—A dem-
5 onstration of how programs and services funded
6 under the grant will align with, complement,
7 and not duplicate services provided under this
8 Act, the Workforce Investment Act of 1998 (20
9 U.S.C. 9201 et seq.), and the Federal Trio Pro-
10 grams established under chapter 1 of subpart 2
11 of part A of title IV of the Higher Education
12 Act of 1965.”

13 “(c) PRIORITY.—In awarding grants under para-
14 graphs (1) or (2) of section 1822(a), the Secretary shall
15 give priority to applications from State educational agen-
16 cies or, in the case of grants awarded under section
17 1822(a)(1)(A), local educational agencies or consortia of
18 local educational agencies, that—

19 “(1) serve areas with disproportionately high
20 percentages of young people who have left secondary
21 school without obtaining a secondary school diploma;

22 “(2) serve areas with high concentrations of
23 young people in families whose family income is not
24 more than 200 percent of the poverty line (as deter-

1 mined under section 673(2) of the Community Serv-
2 ices Block Grant Act (42 U.S.C. 9902(2));

3 “(3) serve areas with high numbers or percent-
4 ages of young people who are unemployed or under-
5 employed; and

6 “(4) demonstrate coordination between the edu-
7 cation system, the workforce system, and other pub-
8 lic systems (such as the juvenile justice and child
9 welfare systems) in order to leverage resources and
10 funding.”;

11 (4) in section 1825, in the matter preceding
12 paragraph (1), by inserting “, or consortium of local
13 educational agencies,” after “local educational agen-
14 cy”;

15 (5) in section 1826—

16 (A) in subsection (a), by inserting “, or
17 consortia of local educational agencies,” after
18 “local educational agencies”; and

19 (B) in subsection (b), by inserting “, or
20 consortium of local educational agencies,” after
21 “local educational agency” each place the term
22 appears;

23 (6) in section 1827, by inserting “, or a Consor-
24 tium of local educational agencies,” after “local edu-
25 cational agency”;

1 (7) in section 1828—

2 (A) by inserting “, or consortium,” after
3 “local educational agency”; and

4 (B) by inserting “, or consortium of local
5 educational agencies,” after “the agency”;

6 (8) in section 1830—

7 (A) in subsection (a)—

8 (i) by inserting “, or consortium of
9 local educational agencies,” after “local
10 educational agency” each place the term
11 appears; and

12 (ii) by adding at the end the fol-
13 lowing:

14 “(3) DATA RELATING TO REENTRY PRO-
15 GRAMS.—The report described in paragraph (1)
16 shall include the following data regarding reentry
17 programs offered by the local educational agency or
18 consortium of local educational agencies:

19 “(A) The types of reentry programs of-
20 fered, including information about any partner-
21 ships with organizations to provide such pro-
22 grams.

23 “(B) Information about the targeted par-
24 ticipants.

1 “(C) A description of outreach, coordina-
2 tion, and participant support efforts.

3 “(D) Information about funding levels for
4 each program.

5 “(E) The rates of participation and com-
6 pletion of reentry programs.

7 “(F) The number and percentage of stu-
8 dents who receive secondary school diplomas.

9 “(G) The number and percentage of stu-
10 dents who receive a recognized equivalent of a
11 secondary school diploma.

12 “(H) The number and percentage of stu-
13 dents who are enrolled in an institution of high-
14 er education not more than 6 months after
15 completing a reentry program.

16 “(I) The number and percentage of stu-
17 dents who receive a postsecondary credential.

18 “(J) Information regarding student par-
19 ticipation in career pathway programs and the
20 outcomes of such participation.

21 “(K) The number and percentage of stu-
22 dents who participated in a dual enrollment
23 program, and the average number of credits
24 earned by such students.

1 “(L) The types of support services utilized
2 by each student.”; and

3 (B) by striking subsection (c) and insert-
4 ing the following:

5 “(c) ACCOUNTABILITY.—

6 “(1) IN GENERAL.—The Secretary shall con-
7 duct a rigorous and high-quality evaluation of the ef-
8 fectiveness of the activities assisted under this sub-
9 part on the successful reentry of an individual that
10 results in such individual attaining a secondary
11 school diploma.

12 “(2) EVALUATION PARTNER.—The Secretary
13 may partner with, or provide a grant to, a third
14 party to conduct the evaluation described in para-
15 graph (1).

16 “(3) FUNDING.—The Secretary may use not
17 more than 2 percent of the funds appropriated for
18 subpart 1 to carry out the evaluation described in
19 paragraph (1).”.

20 **SEC. 5. ENHANCED FEDERALLY MANDATED SECONDARY**
21 **SCHOOL INDICATORS.**

22 Part A of title I of the Elementary and Secondary
23 Education Act of 1965 (20 U.S.C. 6311 et seq.) is amend-
24 ed—

25 (1) in section 1111(h)(4)—

1 (A) in subparagraph (F), by striking
2 “and” after the semicolon;

3 (B) in subparagraph (G), by striking the
4 period and inserting a semicolon; and

5 (C) by adding at the end the following:

6 “(H) grade 8 completion data for each
7 local educational agency and each school that
8 serves students in grade 8;

9 “(I) the number of students who have
10 dropped out of secondary school, enrolled in a
11 reentry program, and received a regular sec-
12 ondary school diploma;

13 “(J) any demonstrated increase in the rate
14 of student reentry into secondary school or re-
15 entry programs over time;

16 “(K) a description of programs, existing at
17 the time of the report, that are targeted toward
18 increasing secondary school reentry, the number
19 of students participating in each program, and
20 any success rate data related to such programs;
21 and

22 “(L) the number of students reentering a
23 secondary school pathway and receiving a rec-
24 ognized equivalent of a secondary school di-
25 ploma.”; and

1 (2) in section 1112(c)(1)—

2 (A) in subparagraph (N), by striking
3 “and” after the semicolon;

4 (B) in subparagraph (O), by striking the
5 period and inserting “; and”; and

6 (C) by adding at the end the following:

7 “(P) require each school that is served by
8 the local educational agency and enrolls stu-
9 dents in grade 8, to track and report to the
10 local educational agency the rate of student
11 completion of grade 8.”.

12 **SEC. 6. PREVENTION AND INTERVENTION PROGRAMS FOR**
13 **CHILDREN AND YOUTH WHO ARE NE-**
14 **GLECTED, DELINQUENT, OR AT-RISK.**

15 Part D of title I of the Elementary and Secondary
16 Education Act of 1965 (20 U.S.C. 6421 et seq.) is amend-
17 ed—

18 (1) in section 1401—

19 (A) in subsection (a)—

20 (i) in paragraph (3), by striking the
21 period at the end and inserting the fol-
22 lowing: “and attainment of a secondary
23 school diploma through participation in a
24 secondary school reentry program.”; and

1 (ii) by adding at the end the fol-
2 lowing:

3 “(4) to increase the role of State educational
4 agencies and local educational agencies in ensuring
5 that at-risk youth, school dropouts, and children and
6 youth returning from correctional facilities or insti-
7 tutions for neglected or delinquent children receive a
8 secondary school diploma and support for continuing
9 their education or progressing on a career pathway
10 to employment in a high-wage, high-growth indus-
11 try.”;

12 (2) in section 1414(a)(2)—

13 (A) in subparagraph (B), by striking
14 “and” after the semicolon;

15 (B) in subparagraph (C)(iv), by striking
16 the period at the end and inserting a semicolon;
17 and

18 (C) by adding at the end the following:

19 “(D) include a plan for secondary school
20 diploma attainment, which shall include—

21 “(i) a description of the programs and
22 partnerships that the State educational
23 agency and local educational agency will
24 establish to support the attainment of a
25 secondary school diploma;

1 “(ii) a plan for outreach; and

2 “(iii) a description of how the State
3 educational agency or local educational
4 agency will support the transition for such
5 children and youth returning to a public
6 school;

7 “(E) describe how the State educational
8 agency or local educational agency will provide
9 services to students returning to school after
10 placement in the juvenile justice system, which
11 shall include—

12 “(i) academic and disciplinary inter-
13 ventions; and

14 “(ii) counseling, health services, and
15 housing; and

16 “(F) provide assurances that the State
17 educational agency or local educational agency
18 has established—

19 “(i) procedures to ensure that each
20 student who has been placed in the juve-
21 nile justice system is promptly reenrolled
22 in secondary school or placed in a reentry
23 program that best meets the educational
24 and social needs of the student;

1 “(ii) procedures for facilitating the
2 transfer of credits that such students have
3 earned during placement in the juvenile
4 justice system;

5 “(iii) innovative practices aimed at en-
6 suring the educational success of such stu-
7 dents; and

8 “(iv) opportunities for such students
9 to participate in higher education or career
10 pathways.”;

11 (3) in section 1414(c)—

12 (A) by striking paragraph (16) and insert-
13 ing the following:

14 “(16) provides an assurance that the State edu-
15 cational agency will share responsibility with local
16 educational agencies in developing and implementing
17 secondary school reentry programs, which shall in-
18 clude working with children and youth who dropped
19 out of school before, or as a result of, entering a cor-
20 rectional facility or institution for neglected or delin-
21 quent children and youth, to—

22 “(A) ensure that such children and youth
23 attain a regular secondary school diploma or its
24 recognized equivalent, if the attainment of such
25 equivalent is an element of a pathway, planned

1 by the State agency, local educational agency,
2 or a partner of such agencies, toward a career
3 or the achievement of a postsecondary creden-
4 tial; and

5 “(B) develop a plan for outreach and dis-
6 semination of program information regarding
7 academic or career pathway opportunities for
8 youth;”;

9 (B) in paragraph (18), by striking “and”
10 after the semicolon;

11 (C) in paragraph (19), by striking the pe-
12 riod at the end and inserting “; and”; and

13 (D) by adding at the end the following:

14 “(20) describes how school-based administrators
15 will—

16 “(A) track students who are involved with
17 the reentry program; and

18 “(B) share responsibility with program
19 providers in supporting the transition process
20 for returning students who enter a reentry pro-
21 gram.”; and

22 (4) in section 1415(a)(2)(B)—

23 (A) in clause (ii), by striking “and” after
24 the semicolon;

1 (B) in clause (iii), by inserting “and” after
2 the semicolon; and

3 (C) by adding at the end the following:

4 “(iv) emphasize the attainment of a
5 secondary school diploma rather than a
6 recognized equivalent of a secondary school
7 diploma;”.

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