

112TH CONGRESS
1ST SESSION

S. 1175

To provide, develop, and support 21st century readiness initiatives that assist students in acquiring the skills necessary to think critically and solve problems, be an effective communicator, collaborate with others, and learn to create and innovate.

IN THE SENATE OF THE UNITED STATES

JUNE 9, 2011

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

A BILL

To provide, develop, and support 21st century readiness initiatives that assist students in acquiring the skills necessary to think critically and solve problems, be an effective communicator, collaborate with others, and learn to create and innovate.

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 “21st Century Read-

5 ness Act”.

6 **SEC. 2. FINDINGS.**

7 Congress finds the following:

1 (1) Students must be prepared in core academic
2 subjects.

3 (2) Students must possess the skills to be able
4 to think critically and solve problems, be effective
5 communicators, collaborate with others, and learn to
6 create and innovate.

7 (3) In order for students in the United States
8 to be prepared to succeed in citizenship and work-
9 places of the present and future, core academic sub-
10 jects must be fused with critical thinking and prob-
11 lem solving, communication, collaboration, and cre-
12 ativity and innovation skills, as such skills are crit-
13 ical for success in the 21st century.

14 (4) The work of the National Governors Asso-
15 ciation, along with the Council of Chief State School
16 Officers, in developing a set of voluntary and inter-
17 nationally benchmarked national common standards
18 in mathematics and English that include rigorous
19 content and 21st century skills, is a positive develop-
20 ment and should serve as a basis for incorporating
21 those skills and other critical skills throughout other
22 core academic subjects in the future. Federal policy
23 must support State leadership and encourage contin-
24 ued State innovation.

1 **SEC. 3. COLLEGE AND CAREER READINESS STATEMENT OF**
 2 **PURPOSE.**

3 Section 1001 of the Elementary and Secondary Edu-
 4 cation Act of 1965 (20 U.S.C. 6301) is amended—

5 (1) in paragraph (11), by striking “and” after
 6 the semicolon;

7 (2) in paragraph (12), by striking the period
 8 and inserting “; and”; and

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

10 “(13) fusing core academic subject knowledge
 11 mastery and higher-order thinking skills (such as
 12 critical thinking and problem solving, communica-
 13 tion, collaboration, creativity, and innovation) to en-
 14 sure that students can apply a range of skill com-
 15 petencies alongside content knowledge, and do so in
 16 real-world contexts.”.

17 **SEC. 4. EVALUATING OF COLLEGE AND CAREER READI-**
 18 **NESS.**

19 Section 1501(a)(2) of the Elementary and Secondary
 20 Education Act of 1965 (20 U.S.C. 6491(a)(2)) is amend-
 21 ed—

22 (1) by redesignating subparagraph (O) as sub-
 23 paragraph (P); and

24 (2) by inserting after subparagraph (N) the fol-
 25 lowing:

1 “(O) The extent to which fusing core aca-
2 ademic subjects and higher-order thinking skills
3 (such as critical thinking and problem solving,
4 communication, collaboration, creativity, and in-
5 novation) to ensure that students can apply a
6 range of skill competencies alongside content
7 knowledge in real-world contexts leads to readi-
8 ness for postsecondary education and careers.”.

9 **SEC. 5. SCHOOL REFORM THROUGH 21ST CENTURY READI-**
10 **NESS INITIATIVES.**

11 Section 1606(a) of the Elementary and Secondary
12 Education Act of 1965 (20 U.S.C. 6516(a)) is amended—

13 (1) by striking “and” at the end of paragraph
14 (10);

15 (2) by redesignating paragraph (11) as para-
16 graph (12); and

17 (3) by inserting after paragraph (10) the fol-
18 lowing:

19 “(11) includes a 21st century readiness initia-
20 tive designed to fuse core academic subject knowl-
21 edge and higher-order thinking skills (such as crit-
22 ical thinking and problem solving, communication,
23 collaboration, creativity, and innovation) to ensure
24 students can apply a range of skill competencies

1 alongside content knowledge, and do so in real-world
2 contexts; and”.

3 **SEC. 6. SCHOOL DROPOUT PREVENTION STRATEGIES**
4 **THROUGH 21ST CENTURY READINESS INITIA-**
5 **TIVES.**

6 Section 1822(b)(1) of the Elementary and Secondary
7 Education Act of 1965 (20 U.S.C. 6561a(b)(1)) is amend-
8 ed—

9 (1) in subparagraph (I), by striking “and” after
10 the semicolon;

11 (2) in subparagraph (J), by striking the period
12 and inserting “; and”; and

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

14 “(K) implementing 21st century readiness
15 initiatives, such as initiatives that fuse core aca-
16 demic subject knowledge and higher-order
17 thinking skills (such as critical thinking and
18 problem solving, communication, collaboration,
19 creativity, and innovation) to ensure students
20 can apply a range of skill competencies along-
21 side content knowledge, and do so in real-world
22 contexts.”.

1 **SEC. 7. HIGH-QUALITY PROFESSIONAL DEVELOPMENT INI-**
 2 **TIATIVES AROUND 21ST CENTURY SKILLS.**

3 Section 2102 of the Elementary and Secondary Edu-
 4 cation Act of 1965 (20 U.S.C. 6602) is amended—

5 (1) by redesignating paragraphs (4) through
 6 (6) as paragraphs (5) through (7), respectively; and

7 (2) by inserting after paragraph (3) the fol-
 8 lowing:

9 “(4) HIGH-QUALITY PROFESSIONAL DEVELOP-
 10 MENT.—The term ‘high-quality professional develop-
 11 ment’ means professional development that incor-
 12 porates an aligned system of teaching and learning
 13 that includes 21st century skills (such as critical
 14 thinking and problem solving, communication, col-
 15 laboration, creativity, and innovation), standards,
 16 curriculum, instruction, and assessments, such as
 17 high-quality professional development that—

18 “(A) ensures that educators understand
 19 the importance of 21st century skills and how
 20 best to integrate such skills into daily instruc-
 21 tion;

22 “(B) enables collaboration among all par-
 23 ticipants;

24 “(C) allows educators to construct their
 25 own learning communities;

1 “(D) uses expertise within a school or local
2 educational agency through coaching, men-
3 toring, and team teaching;

4 “(E) supports educators in their role as
5 facilitators of learning; and

6 “(F) uses 21st century skills technology
7 tools.”.

8 **SEC. 8. HIGH-QUALITY PROFESSIONAL DEVELOPMENT AP-**
9 **PLICATION.**

10 Section 2122(b) of the Elementary and Secondary
11 Education Act of 1965 (20 U.S.C. 6622(b)) is amended
12 by adding at the end the following:

13 “(12) A description of how the local educational
14 agency will provide high-quality professional develop-
15 ment to enable educators to—

16 “(A) deliver instruction on higher-order
17 thinking skills (such as critical thinking and
18 problem solving, communication, collaboration,
19 creativity, and innovation) to ensure that stu-
20 dents can apply a range of skill competencies
21 alongside core academic subject knowledge, and
22 do so in real-world contexts; and

23 “(B) use the latest available technology to
24 deliver instruction on higher-order thinking
25 skills.”.

1 **SEC. 9. HIGH-QUALITY PROFESSIONAL DEVELOPMENT**
2 **TRAINING.**

3 Section 2123(a)(3)(B) of the Elementary and Sec-
4 ondary Education Act of 1965 (20 U.S.C. 6623(a)(3)(B))
5 is amended—

6 (1) in clause (iv), by striking “and” at the end;

7 (2) in clause (v), by striking the period at the
8 end and adding “; and”; and

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

10 “(vi) provide training on how to de-
11 liver instruction on higher-order thinking
12 skills (such as critical thinking and prob-
13 lem solving, communication, collaboration,
14 creativity, and innovation) so that students
15 can apply a range of skill competencies
16 alongside core academic subject knowledge,
17 and do so in real-world contexts, which
18 may include effectively integrating tech-
19 nology into curricula and instruction.”.

20 **SEC. 10. EXPANDED 21ST CENTURY COMMUNITY LEARNING**
21 **CENTER ACTIVITIES.**

22 Section 4205(a) of the Elementary and Secondary
23 Education Act of 1965 (20 U.S.C. 7175(a)) is amended—

24 (1) in paragraph (11), by striking “and” at the
25 end;

1 (2) in paragraph (12), by striking the period at
2 the end and adding “; and”; and

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

4 “(13) initiatives that allow students to apply a
5 range of skill competencies (such as critical thinking
6 and problem solving, communication, collaboration,
7 creativity, and innovation) alongside core academic
8 subjects, and do so in real-world contexts, which
9 may include effectively using technology to improve
10 student achievement.”.

11 **SEC. 11. 21ST CENTURY READINESS ASSESSMENTS.**

12 Section 6111(2) of the Elementary and Secondary
13 Education Act of 1965 (20 U.S.C. 7301(2)) is amended
14 by adding at the end the following:

15 “(I) Developing or improving assessments
16 that use technology to measure core academic
17 subject knowledge and higher-order thinking
18 skills (such as critical thinking and problem
19 solving, communication, collaboration, cre-
20 ativity, and innovation) to ensure that students
21 can apply a range of skill competencies along-
22 side core academic subject knowledge, and do so
23 in real-world contexts.”.

1 **SEC. 12. 21ST CENTURY READINESS INITIATIVE DEFINI-**
2 **TION.**

3 Section 9101 of the Elementary and Secondary Edu-
4 cation Act of 1965 (20 U.S.C. 7801) is amended—

5 (1) by redesignating paragraphs (1) through
6 (43) as paragraphs (2) through (44), respectively;
7 and

8 (2) by inserting before paragraph (2), the fol-
9 lowing:

10 “(1) 21ST CENTURY READINESS INITIATIVE.—
11 The term ‘21st century readiness initiative’ means
12 any initiative that—

13 “(A) embeds core academic subjects with
14 critical skills; and

15 “(B) is focused on ensuring that students
16 are prepared for postsecondary education and
17 careers, upon graduation from secondary
18 school.”.

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