

112TH CONGRESS
1ST SESSION

S. 1495

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

IN THE SENATE OF THE UNITED STATES

AUGUST 2, 2011

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

A BILL

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

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Early Intervention for
5 Graduation Success Authorization Act of 2011”.

6 **SEC. 2. SCHOOL DROPOUT PREVENTION SHORT TITLE.**

7 Section 1801 of the Elementary and Secondary Edu-
8 cation Act of 1965 (20 U.S.C. 6551) is amended to read
9 as follows:

1 **“SEC. 1801. SHORT TITLE.**

2 “This part may be cited as the ‘Early Intervention
3 for Graduation Success Act’.”.

4 **SEC. 3. PURPOSE.**

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

8 **“SEC. 1802. PURPOSE.**

9 “It is the purpose of this part—

10 “(1) to provide for effective strategies of early
11 intervention for young children who have risk factors
12 that are strongly associated with not graduating
13 from high school;

14 “(2) to improve States’, school districts’, early
15 childhood education providers’, educators’, and com-
16 munities’ capacity to provide effective services to
17 children with such risk factors;

18 “(3) to prevent such risk factors from becoming
19 intractable; and

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

22 **SEC. 4. AUTHORIZATION OF APPROPRIATIONS.**

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

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

2 “For the purpose of carrying out this part, there are
3 authorized to be appropriated \$125,000,000 for fiscal year
4 2012 and such sums as may be necessary for each of the
5 5 succeeding fiscal years, of which—

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

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

10 **SEC. 5. DEFINITIONS.**

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

14 **“SEC. 1804. DEFINITIONS.**

15 “In this part:

16 “(1) **EARLY CHILDHOOD EDUCATION PRO-**
17 **VIDER.**—The term ‘early childhood education pro-
18 vider’ means—

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

22 “(i) meets all applicable State and
23 local government licensing, certification,
24 approval, and registration requirements;
25 and

26 “(ii) is operated by—

1 “(I) a program operated by a
2 public school that is supported, spon-
3 sored, or administered by the local
4 educational agency;

5 “(II) a Head Start or Early
6 Head Start agency that receives fi-
7 nancial assistance under the Head
8 Start Act;

9 “(III) a nonprofit or community-
10 based organization; or

11 “(IV) a child care program that
12 receives funding under the Child Care
13 and Development Block Grant Act of
14 1990; or

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

17 “(2) OUTCOMES DATA.—The term ‘outcomes
18 data’ means—

19 “(A) objective and developmentally appro-
20 priate measures, if valid, reliable, and available,
21 of—

22 “(i) kindergarten readiness;

23 “(ii) reading and numeracy skills;

24 “(iii) proficiency on State academic
25 performance standards;

1 “(iv) attendance;

2 “(v) discipline referrals; and

3 “(vi) suspensions; and

4 “(B) other such applicable measures of
5 student success.

6 “(3) POSTSECONDARY EDUCATION.—The term
7 ‘postsecondary education’ means education and
8 training provided by colleges or job training agencies
9 to students who have graduated or aged out of pub-
10 lic K–12 education.

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

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

23 “(B) addresses staff qualifications, profes-
24 sional development, program standards, family
25 engagement, and program environment;

1 “(C) provides financial and technical as-
2 sistance to programs to achieve and sustain
3 higher levels of quality; and

4 “(D) provides information to families and
5 the public on the rating of programs that is ac-
6 cessible to all families.

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

9 **SEC. 6. NATIONAL ACTIVITIES.**

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

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

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

20 (3) in paragraph (3)—

21 (A) by striking “school” and inserting
22 “State, local educational agency, or early child-
23 hood education provider”; and

24 (B) by striking “within the eligible school
25 district or nationally” and inserting “ among

1 States, local educational agencies, and early
 2 childhood education providers”; and
 3 (4) by striking paragraph (4).

4 **SEC. 7. SCHOOL DROPOUT PREVENTION INITIATIVE.**

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

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

9 **“SEC. 1821. PROGRAM AUTHORIZED.**

10 “(a) IN GENERAL.—

11 “(1) GRANTS AUTHORIZED.—

12 “(A) IN GENERAL.—From the amount ap-
 13 propriated under section 1803 for a fiscal year,
 14 the Secretary shall award grants, on a competi-
 15 tive basis, to States to support activities as de-
 16 scribed in this part.

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

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

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

1 “(B) additional priority, if applicable, to
2 any such State that has 1 or more subgroup of
3 students, as described in section
4 1111(b)(2)(C)(v)(II), who have the lowest aver-
5 aged freshman graduation rate in the Nation.

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

10 **“SEC. 1822. APPLICATIONS.**

11 “(a) IN GENERAL.—To receive—

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

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

22 “(b) CONTENTS.—Each application submitted under
23 subsection (a) shall—

24 “(1) include a plan—

1 “(A) describing the applicant’s strategy for
2 increasing the State educational agency or local
3 educational agency’s averaged freshman grad-
4 uation rate in accordance with the activities de-
5 scribed in section 1825(b) and how the strate-
6 gies will serve the students who have risk fac-
7 tors for not graduating;

8 “(B) that addresses how the purpose de-
9 scribed in section 1802 will be carried out by
10 the applicant; and

11 “(C) for assessing the effectiveness of the
12 efforts described in the plan;

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

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

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

1 “(5) describe how the activities conform with
2 evidence-based practices about school dropout pre-
3 vention; and

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

6 “(c) PARTNERSHIPS.—A partnership of a local edu-
7 cational agency and an early childhood education provider
8 (or multiple such agencies or providers) that desires to re-
9 ceive a subgrant under this subpart shall include in its
10 application information on the identity of the partner that
11 will be the fiscal agent and what percentage of subgrant
12 funds will be provided to each member of the partnership
13 to collaborate in planning and providing services to at-risk
14 students with the following entities, as appropriate:

15 “(1) Community and cultural organizations.

16 “(2) Relevant tribes and tribal organizations.

17 “(3) Institutions of higher education (including
18 Tribal Colleges and Universities) and job training
19 providers.

20 “(4) Parent organizations.

21 “(5) Social services organizations.

22 “(6) Organizations that provide service learn-
23 ing, tutoring, mentoring, and other supportive serv-
24 ices to youth.

25 “(7) Homeless and foster youth advocates.

1 “(8) Advocates for students with disabilities.

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

4 “(10) Educational service agencies.

5 “(11) Organizations that provide professional
6 development.

7 “(12) Other entities as appropriate and avail-
8 able.

9 **“SEC. 1823. STATE RESERVATION.**

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

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

15 “(a) PARTNERSHIP REPORTS.—To receive funds
16 under this subpart for a fiscal year after the first fiscal
17 year that a partnership of a local educational agency and
18 an early childhood education provider receives funds under
19 this subpart, the partnership subgrantee shall provide, on
20 an annual basis, a report regarding the status of the im-
21 plementation of activities funded under this subpart, and
22 an evaluation of the effectiveness of such activities for stu-
23 dents at schools assisted under this subpart to the State,
24 disaggregated by the subgroups described in section
25 1111(b)(2)(C)(v)(II).

1 “(b) STATE REPORT ON PROGRAM ACTIVITIES.—
2 Each State receiving funds under this subpart shall pro-
3 vide to the Secretary, at such time and in such format
4 as the Secretary may require, information on the status
5 of the implementation of activities funded under this sub-
6 part and outcomes data for students in schools assisted
7 under this subpart.

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

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

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

20 “(a) IN GENERAL.—

21 “(1) RENEWABLE GRANTS.—

22 “(A) RENEWING GRANTS.—The Secretary
23 shall award grants to States to carry out the
24 activities described in this section. The Sec-
25 retary may renew such grants for a period of

1 not more than an additional 5 years for States
2 with satisfactory annual performance reports in
3 each of the preceding 5 years, to expand or im-
4 prove, or both, the activities described in this
5 section.

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

14 “(2) DROPOUT EARLY WARNING SYSTEM.—A
15 State that receives a grant under this section—

16 “(A) may set aside grant funds, in addi-
17 tion to the State reservation described in sec-
18 tion 1823, subject to the Secretary’s approval,
19 to create or expand the database described in
20 subsection (b)(1)(A)(iii); and

21 “(B) shall provide training and oversight
22 for the implementation of the system described
23 in subparagraph (A) by local educational agen-
24 cies and other users.

25 “(3) SUBGRANTS.—

1 “(A) IN GENERAL.—A State that receives
2 a grant under this section shall award sub-
3 grants to partnerships of local educational
4 agencies and early childhood education pro-
5 viders that have high percentages of students
6 with risk factors associated with low graduation
7 rates, as described in subsection
8 (b)(1)(A)(ii)(I).

9 “(B) PRIORITY.—In awarding subgrants
10 under subparagraph (A), a State may give pri-
11 ority to partnerships of local educational agen-
12 cies and early childhood education providers
13 based on the percentage of children served with
14 risk factors associated with low graduation
15 rates and actual low high school graduation
16 rates, as appropriate.

17 “(C) SIZE OF SUBGRANTS AND ABILITY TO
18 SUSTAIN PROGRAMS.—In awarding subgrants
19 under subparagraph (A), a State shall ensure
20 that—

21 “(i) the subgrants are of sufficient
22 size so as to allow the subgrantee to plan
23 and implement an effective program; and

24 “(ii) an entity awarded a subgrant
25 under this paragraph has the capacity to

1 sustain the program after the Federal
2 grant ends.

3 “(b) ACTIVITIES.—

4 “(1) STATE ACTIVITIES.—

5 “(A) REQUIRED ACTIVITIES.—A State that
6 receives a grant under this section shall carry
7 out the following:

8 “(i) STATEWIDE GRADUATION SUC-
9 CESS PLAN.—The State, if it has not pre-
10 viously done so, shall create and periodi-
11 cally update a research-based Statewide
12 Graduation Success Plan that includes ef-
13 fective strategies to address the factors as-
14 sociated with the risk of not graduating
15 from high school in that State. The plan
16 shall address risk factors associated with
17 children from birth through grade 12. The
18 State shall provide an opportunity for edu-
19 cators, parents, students, tribes, relevant
20 agencies and organizations, and commu-
21 nity members to provide comments during
22 the development or updating of the State-
23 wide plan. In developing the Statewide
24 Graduation Success Plan, the State shall
25 coordinate proposed activities with the

1 State Advisory Council on Early Childhood
2 Education and Care established pursuant
3 to section 642B(b)(1)(A) of the Head
4 Start Act (42 U.S.C. 9837b(b)(1)(A)), and
5 shall incorporate plans and recommenda-
6 tions from such Council where appropriate.

7 “(ii) TECHNICAL ASSISTANCE.—The
8 State shall provide technical assistance to
9 subgrantees, to the extent practicable.

10 “(iii) STATEWIDE DROPOUT EARLY
11 WARNING SYSTEM.—

12 “(I) IN GENERAL.—The State
13 shall implement a Statewide Dropout
14 Early Warning System that integrates
15 data elements from other State agen-
16 cies into an existing State longitudinal
17 data system to identify, ensure serv-
18 ices are provided to, and analyze the
19 effectiveness of such services designed
20 to serve children at risk for not grad-
21 uating from high school, from birth
22 through elementary school, at min-
23 imum, who—

24 “(aa) have a parent who re-
25 ceives assistance under—

1 “(AA) the special sup-
2 plemental nutrition program
3 for women, infants, and chil-
4 dren established under sec-
5 tion 17 of the Child Nutri-
6 tion Act of 1966 (42 U.S.C.
7 1786);

8 “(BB) the temporary
9 assistance for needy families
10 program under part A of
11 title IV of the Social Secu-
12 rity Act (42 U.S.C. 601 et
13 seq.); or

14 “(CC) the Medicaid
15 program under title XIX of
16 the Social Security Act;

17 “(bb) are homeless or are in
18 foster care;

19 “(cc) are children with a dis-
20 ability (as defined in section 602
21 of the Individuals with Disabil-
22 ities Education Act) or have
23 other cognitive, physical, or emo-
24 tional disabilities;

1 “(dd) are children who are
2 limited English proficient;

3 “(ee) if available, were born
4 to a teen mother who has low
5 educational attainment;

6 “(ff) have been retained in
7 prekindergarten or retained a
8 grade or more in elementary
9 school;

10 “(gg) have consistently poor
11 attendance;

12 “(hh) have low proficiency
13 on statewide reading or mathe-
14 matics assessments;

15 “(ii) have preschool expul-
16 sion or school suspensions or
17 other measures of school behavior
18 problems;

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

21 “(kk) are under the super-
22 vision of a child services agency
23 due to parental neglect or abuse;

24 “(ll) have a parent in jail or
25 in substance abuse treatment; or

1 “(mm) have other indicators
2 appropriate to the State to in-
3 form activities undertaken as
4 part of the Statewide Graduation
5 Success Plan.

6 “(II) ONE DATABASE.—The
7 Statewide Dropout Early Warning
8 System described in subclause (I)
9 shall be housed in 1 database under
10 the control of the State educational
11 agency.

12 “(III) INFORMATION AVAIL-
13 ABLE.—The information in the State-
14 wide Dropout Early Warning System
15 shall be available to authorized users
16 employed by the State educational
17 agency, the State agency or agencies
18 that administer funds for child care,
19 the State Head Start Director, and,
20 where applicable, the State early
21 learning coordinator, subgrantee part-
22 nerships of local educational agencies,
23 and early childhood education pro-
24 viders, and, as necessary, researchers
25 employed by or under contract with

1 such entities to evaluate the effective-
2 ness of the grants.

3 “(IV) PRIVACY.—The creation
4 and use of the Statewide Dropout
5 Early Warning System shall be car-
6 ried out in a manner consistent with
7 section 444 of the General Education
8 Provisions Act (commonly known as
9 the ‘Family Educational Rights and
10 Privacy Act of 1974’).

11 “(V) PREDICTIONS.—The State
12 shall use the Statewide Dropout Early
13 Warning System to provide data nec-
14 essary to analyze which risk factors
15 are most predictive of the likelihood of
16 students dropping out of school and
17 analyzing the efficacy of interventions.

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

21 “(i) EARLY CHILDHOOD EDUCATOR
22 TUITION ASSISTANCE.—

23 “(I) IN GENERAL.—The State
24 may provide not more than 50 percent
25 of the cost of attendance per year for

1 an individual to receive an associate's
2 degree or a 4-year degree in early
3 childhood education to enable such in-
4 dividual to teach in or be qualified
5 personnel employed by—

6 “(aa) a program funded
7 under the Child Care and Devel-
8 opment Block Grant Act of 1990
9 (42 U.S.C. 9858 et seq.);

10 “(bb) a program funded
11 under the Head Start Act (42
12 U.S.C. 9831 et seq.);

13 “(cc) an infant learning pro-
14 gram;

15 “(dd) a program funded
16 under part C of the Individuals
17 with Disabilities Education Act;

18 “(ee) a preschool program
19 funded by a State or local edu-
20 cational agency; or

21 “(ff) a special education
22 early childhood certification pro-
23 gram.

24 “(II) AGREEMENT TO TEACH IN
25 EARLY CHILDHOOD PROGRAM.—

1 “(aa) IN GENERAL.—An in-
2 dividual who receives assistance
3 under subclause (I) shall agree to
4 teach in an early childhood edu-
5 cation program for—

6 “(AA) not less than 3
7 years if the individual re-
8 ceives an associate’s degree
9 in early childhood education;
10 or

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

15 “(bb) DOCUMENTATION.—
16 An individual who receives assist-
17 ance under subclause (I) shall
18 annually provide documentation
19 to the State showing that such
20 service has been performed. Such
21 notification shall be provided in
22 such form and manner as the
23 State may reasonably require.

24 “(III) REPAYMENT.—An indi-
25 vidual who receives assistance under

1 subclause (I) and does not complete
2 the service requirement described in
3 subclause (II), or who notifies the
4 State that the individual intends not
5 to complete such service requirement,
6 shall repay to the State a pro-rated
7 amount of such assistance that re-
8 flects the amount of the service re-
9 quirement not completed, together
10 with interest, at a rate specified by
11 the State in the agreement.

12 “(IV) WAIVER OR REDUCTION.—
13 The State may waive or reduce the re-
14 quirement under subclause (III) if the
15 State determines that compliance with
16 such service requirement represents a
17 substantial hardship—

18 “(aa) because the individual
19 is permanently and totally dis-
20 abled at the time of the waiver
21 request; or

22 “(bb) based on documenta-
23 tion presented of substantial eco-
24 nomic or personal hardship.

1 “(V) SUPPLEMENT NOT SUP-
2 PLANT.—Assistance under this clause
3 may not supplant Federal financial
4 aid programs for which the individual
5 is otherwise eligible, including
6 TEACH Grants under subpart 9 of
7 part A of title IV of the Higher Edu-
8 cation Act of 1965 or any other Fed-
9 eral loan or grant for which the indi-
10 vidual is otherwise eligible.

11 “(ii) INCREASE AND MONITOR EARLY
12 CHILDHOOD PROGRAM QUALITY.—

13 “(I) PROGRAM QUALITY STAND-
14 ARDS.—The State may—

15 “(aa) develop and implement
16 a quality rating and improvement
17 system; and

18 “(bb) provide information
19 obtained pursuant to item (aa) to
20 the public in an easily accessible
21 and understandable format, in-
22 cluding in languages spoken by
23 parents within the community.

24 “(II) CORRELATING SUCCESS.—

1 “(aa) IN GENERAL.—The
2 State may—

3 “(AA) gather data re-
4 garding students’ participa-
5 tion in early childhood edu-
6 cation programs and the
7 quality of those programs,
8 and the students’ subse-
9 quent level of success in ele-
10 mentary school grades and
11 the quality of such elemen-
12 tary schools; and

13 “(BB) correlate the
14 data to evaluate the con-
15 tinuum of effectiveness of
16 such programs in preparing
17 students to attain and sus-
18 tain academic proficiency
19 and, as appropriate, in re-
20 ducing risk factors associ-
21 ated with dropping out of
22 school.

23 “(bb) CORRELATION IN CON-
24 JUNCTION WITH OTHER SYS-
25 TEMS.—The correlation under

1 item (aa) shall work in conjunc-
2 tion with the early childhood out-
3 comes indicator data systems de-
4 veloped under section 619 and
5 part C of the Individuals with
6 Disabilities Education Act, and,
7 as practicable, a quality rating
8 and improvement system or other
9 systems that the State may have
10 developed to evaluate outcomes
11 for children.

12 “(iii) P-20 VERTICAL PERFORMANCE
13 STANDARDS ALIGNMENT.—The State may
14 carry out activities directly related to the
15 design and implementation of a progres-
16 sion of aligned performance standards,
17 across all domains of learning, for pre-
18 kindergarten through grade 12 and post-
19 secondary education.

20 “(iv) EXPAND ACCESS.—The State
21 may expand access to high-quality early
22 childhood education for children most at
23 risk of low proficiency in school.

24 “(2) PARTNERSHIP ACTIVITIES.—

1 “(A) REQUIRED ACTIVITIES.—A partner-
2 ship of a local educational agency and an early
3 childhood education provider that receives a
4 subgrant under this section shall carry out both
5 of the following:

6 “(i) ANALYZE DATA FROM STATEWIDE
7 DROPOUT EARLY WARNING SYSTEM.—The
8 partnership shall analyze data from the
9 Statewide Dropout Early Warning System
10 relevant to risk factors for non-graduation
11 and use the data to implement research-
12 based, individualized interventions for at-
13 risk students.

14 “(ii) INDIVIDUAL LEARNING PLANS.—

15 “(I) IN GENERAL.—The partner-
16 ship shall develop and implement indi-
17 vidual learning plans for each at-risk
18 early childhood or elementary school
19 student, which shall include a descrip-
20 tion of how subgrant program part-
21 ners will implement services. Such
22 plans shall be updated not less fre-
23 quently than annually and forwarded
24 to the next school of enrollment.

1 “(II) WAIVER.—A partnership
2 may apply to the State to be consid-
3 ered to have complied with the re-
4 quirement under subclause (I) by de-
5 veloping and implementing individual
6 learning plans for those students who
7 are most at-risk if funds are not pro-
8 vided to develop and implement thor-
9 ough and meaningful plans for each
10 student who has a risk factor de-
11 scribed in items (aa) through (ll) of
12 paragraph (1)(A)(iii)(I).

13 “(III) DISTINCTION FROM
14 IEPS.—Individual learning plans de-
15 veloped under this clause are distinct
16 from individualized education pro-
17 grams developed under the Individuals
18 with Disabilities Education Act.

19 “(IV) NO ENTITLEMENT.—The
20 development or implementation of an
21 individual learning plan under this
22 clause does not confer an entitlement
23 to services.

24 “(B) CHOICE OF ACTIVITIES.—A partner-
25 ship of a local educational agency and an early

1 childhood education provider that receives a
2 subgrant under this section shall carry out at
3 least 1 activity from each of the following sub-
4 sections:

5 “(i) PROFESSIONAL DEVELOPMENT.—

6 “(I) Provide teacher mentors for
7 those prekindergarten through ele-
8 mentary school teachers who are in
9 their first 3 years of teaching or who
10 have been recommended for mentoring
11 by their supervisor or principal, and
12 who do not have such mentors.

13 “(II) Provide effective, re-
14 searched-based professional develop-
15 ment for early childhood teachers, ele-
16 mentary school teachers serving chil-
17 dren with disabilities, and program
18 professionals under section 619 or
19 part C of the Individuals with Disabil-
20 ities Education Act, and elementary
21 school teachers to—

22 “(aa) provide effective, dif-
23 ferentiated instruction;

1 “(bb) develop or improve
2 family engagement and commu-
3 nication skills and strategies;

4 “(cc) integrate subjects such
5 as the arts, physical education,
6 and history into reading, writing,
7 and mathematics instruction;

8 “(dd) use data to inform in-
9 struction;

10 “(ee) implement research-
11 based interventions for at-risk
12 students; and

13 “(ff) support children’s so-
14 cial, emotional, and physical de-
15 velopment.

16 “(III) Train principals in effec-
17 tive—

18 “(aa) developmentally appro-
19 priate instructional practices and
20 support for teachers and other
21 staff in using such practices;

22 “(bb) leadership qualities
23 and skills necessary to increase
24 student achievement;

1 “(cc) early intervention for
2 at-risk children;

3 “(dd) P–3 curriculum align-
4 ment;

5 “(ee) implementation of ef-
6 fective and ongoing communica-
7 tion and transition between com-
8 munity-based early childhood
9 education providers and school
10 staff; and

11 “(ff) enhancement of family
12 engagement practices and oppor-
13 tunities.

14 “(IV) Include staff of partner
15 agencies and specialized instructional
16 support personnel who are involved in
17 implementing the grant in all appro-
18 priate training to ensure that all
19 members of the team have all appro-
20 priate skills to implement the coordi-
21 nated program.

22 “(V) Establish partnerships with
23 institutions of higher education, or
24 other qualified agencies, to conduct
25 professional development or induction

1 programs focused on increasing class-
2 room teachers' ability to use multiple
3 types of assessments to individualize
4 instruction for students with disabili-
5 ties.

6 “(ii) COMMUNITY INTEGRATION AND
7 SUPPORT SERVICES.—

8 “(I) Integrate community student
9 support services, such as before- and
10 after-school programs, health and
11 wellness programs, social services,
12 family engagement and communica-
13 tion activities, counseling, anti-bul-
14 lying programs, community assets de-
15 velopment, social-emotional learning
16 programs, and transportation to break
17 down barriers to individual student
18 success.

19 “(II) Provide research-based par-
20 ent training, involvement, and engage-
21 ment activities.

22 “(III) Hire a culturally com-
23 petent liaison for each partner school
24 or program to coordinate communica-
25 tion and integrated, individualized

1 services to the families of all at-risk
2 students.

3 “(IV) Engage educators, families,
4 community organizations, tribes and
5 tribal organizations, businesses, faith
6 communities, and students in building
7 sustainable networks of community
8 engagement and school improvement.

9 “(V) Keep schools open before
10 and after school hours, on school holi-
11 days and during the summer for orga-
12 nized, safe, and engaging activities de-
13 signed to increase academic pro-
14 ficiency, improve school climate, and
15 improve students’ health and wellness.

16 “(iii) HIGH EXPECTATIONS AND SUP-
17 PORT FOR ACADEMIC ACHIEVEMENT.—

18 “(I) Reinforce high expectations
19 and goal setting by introducing stu-
20 dents, in an age-appropriate way, to
21 professions and trades, expanding ac-
22 cess to age-appropriate career and
23 technical education, and exposing stu-
24 dents to institutions of higher edu-

1 cation and Federal student aid op-
2 tions.

3 “(II) Provide research-based, ef-
4 fective on-site tutoring and enrich-
5 ment opportunities to at-risk students.

6 “(III) Improve school climate,
7 promote social-emotional learning, and
8 increase school connectedness.

9 “(IV) Ensure that curriculum is
10 aligned to State standards, is relevant
11 to the needs and interests of students,
12 and promotes high expectations.

13 “(V) Implement research-based
14 activities designed to increase the lit-
15 eracy, numeracy, and self-regulation
16 skills of preschool and elementary
17 school children.

18 “(c) EVALUATIONS.—

19 “(1) PARTNERSHIP EVALUATIONS.—

20 “(A) IN GENERAL.—Each State shall use
21 outcomes data to evaluate each partnership
22 subgrantee to which it awards a subgrant under
23 this section to determine the effectiveness of the
24 program funded under this part. Such evalua-
25 tion shall include an analysis of activities that

1 are most and least effective in keeping students
2 on track to graduate.

3 “(B) EVALUATIONS TO THE SECRETARY.—
4 Each State shall send a report on the evalua-
5 tions conducted under subparagraph (A) to the
6 Secretary.

7 “(2) STATE EVALUATIONS.—The Secretary
8 shall evaluate the effectiveness of programs imple-
9 mented by each State to which it awards a grant
10 under this section.

11 “(3) REPORTS TO CONGRESS.—

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

18 “(i) describes the activities carried out
19 by States awarded grants under this sec-
20 tion; and

21 “(ii) provides an analysis of which
22 interventions are most and least effective
23 in ensuring that students remain on track
24 to graduate on time from high school.

1 “(B) DISSEMINATION.—The Secretary
2 shall disseminate the reports described in sub-
3 paragraph (A) to all States and to the public
4 through the website of the Department.”.

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