

Baldwin/Title I/Amendment#4

Jimmy Baldi

AMENDMENT NO. \_\_\_\_\_ Calendar No. \_\_\_\_\_

Purpose: 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—114th Cong., 1st Sess.**

**S.** \_\_\_\_\_

To reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves.

Referred to the Committee on \_\_\_\_\_ and  
ordered to be printed

Ordered to lie on the table and to be printed

AMENDMENT intended to be proposed by Ms. BALDWIN (for herself, Mr. WHITEHOUSE, and Mr. FRANKEN)

Viz:

1 On page 215, between lines 15 and 16, insert the fol-  
2 lowing:

3 **SEC. 1012A. NEXT GENERATION HIGH SCHOOLS.**

4 Title I (20 U.S.C. 6301 et seq.), as amended by this  
5 Act, is further amended by inserting after part D, the fol-  
6 lowing:

1     **“PART E—NEXT GENERATION HIGH SCHOOLS**

2     **“SEC. 1501. SHORT TITLE.**

3         “This part may be cited as the ‘Next Generation  
4 High Schools Act’.

5     **“SEC. 1502. PURPOSES.**

6         “The purposes of this part are to promote and sup-  
7 port the comprehensive school redesign of the high school  
8 experience to ensure all students served by an eligible enti-  
9 ty that receives a grant under this part, particularly those  
10 students who are traditionally underserved, are provided  
11 with challenging, engaging, and relevant academic, ca-  
12 reer-related experiences that fully prepare them for post-  
13 secondary education and careers and to—

14             “(1) increase the number and percentage of  
15 students who graduate from high school college and  
16 career ready with the ability to use knowledge to  
17 solve complex problems, think critically, commu-  
18 nicate effectively, collaborate with others, and de-  
19 velop academic mindsets;

20             “(2) provide students with opportunities to earn  
21 college-level credit and postsecondary credentials  
22 while in high school, such as early college and dual  
23 enrollment;

24             “(3) increase student readiness to pursue post-  
25 secondary degrees in science, technology, engineer-

1 ing, and mathematics, particularly for student  
2 groups historically underrepresented in these fields;

3 “(4) support the provision and sequencing of  
4 coursework that integrates rigorous academics with  
5 career-based learning and real world workplace ex-  
6 periences in an effort to provide students with in-  
7 creased opportunities to have career related experi-  
8 ences, develop career-related competencies, and earn  
9 industry-recognized credentials;

10 “(5) increase access to student-centered learn-  
11 ing opportunities, including competency-based learn-  
12 ing models, that lead to all students graduating col-  
13 lege and career ready with the competencies de-  
14 scribed in paragraph (1) to succeed in the 21st cen-  
15 tury;

16 “(6) increase postsecondary enrollment, persist-  
17 ence, and completion;

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

20 “(8) create innovative supports that can be rep-  
21 licated in other schools and local educational agen-  
22 cies.

23 **“SEC. 1503. DEFINITIONS.**

24 “In this part:

1           “(1) ADVANCED PLACEMENT OR INTER-  
2 NATIONAL BACCALAUREATE COURSE.—The term  
3 ‘Advanced Placement or International Baccalaureate  
4 course’ means—

5           “(A) a course of postsecondary-level in-  
6 struction provided to middle school or sec-  
7 ondary school students, terminating in an Ad-  
8 vanced Placement or International Bacca-  
9 laureate examination; or

10           “(B) another highly rigorous, evidence  
11 based, postsecondary preparatory program ter-  
12 minating in—

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

16           “(ii) another examination or sequence  
17 of courses approved by the Secretary.

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



1           “(3) ATTRITION.—The term ‘attrition’ means  
2           the reduction in a school’s student population as a  
3           result of transfers or dropouts and includes students  
4           who have been enrolled for a minimum of 3 weeks  
5           within the academic year.

6           “(4) CHRONICALLY ABSENT.—The term ‘chron-  
7           ically absent’, when used with respect to a student—

8                   “(A) means a student who misses at least  
9                   10 percent of the school days at a school; and

10                   “(B) does not include any school days a  
11                   student misses due to an in-school or out-of-  
12                   school suspension, or for which a student was  
13                   not enrolled at such school.

14           “(5) COMPETENCY-BASED LEARNING MODEL.—

15                   “(A) IN GENERAL.—The term ‘com-  
16                   petency-based learning model’ means an edu-  
17                   cation model in which students advance aca-  
18                   demically based upon multiple demonstrations  
19                   of competence in defined content-specific con-  
20                   cepts and higher order skills, such as critical  
21                   thinking and problem solving.

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

1                   “(i) Competencies include explicit,  
2                   measurable, and transferable learning ob-  
3                   jectives.

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

10                  “(iii) Each student receives timely,  
11                  differentiated support based on the stu-  
12                  dent’s individual learning needs.

13                  “(iv) Student agency is emphasized  
14                  through transparency of goals and gaps in  
15                  knowledge, and multiple means to fulfill  
16                  those gaps.

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

1           “(7) ELIGIBLE ENTITY.—The term ‘eligible en-  
2           tity’ means a local educational agency, charter  
3           school, or a consortium of local educational agen-  
4           cies—

5                   “(A) in partnership with—

6                           “(i) 1 or more institutions of higher  
7                           education;

8                           “(ii) 1 or more community-based  
9                           partners, such as a nonprofit organization,  
10                          community-based organization, State or  
11                          local government agency, business, or an  
12                          industry-related organization; and

13                          “(iii) a qualified intermediary; and

14                          “(B) that may be in partnership with 1 or  
15                          more external partners.

16           “(8) ELIGIBLE HIGH SCHOOL.—The term ‘eligi-  
17           ble high school’ means a high school that—

18                          “(A) serves a student population of which  
19                          not less than 65 percent are from low-income  
20                          families as determined by the local educational  
21                          agency under section 1113;

22                          “(B) has a graduation rate at or below 67  
23                          percent, except in the case of a high school  
24                          that, at the time of applying for the grant

1           under this part, is a new high school, as deter-  
2           mined by the Secretary;

3           “(C) does not receive grant funds under  
4           section 1114; 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 part, is a new  
9           high school, as determined by the Secretary.

10          “(9) EVIDENCE-BASED MODEL.—The term ‘evi-  
11          dence-based model’ means a school reform model ac-  
12          tivity that is based on research findings or reason-  
13          able hypotheses, including related research or theo-  
14          ries in education.

15          “(10) 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          “(11) FEEDER MIDDLE SCHOOL.—The term  
21          ‘feeder middle school’ means an elementary school or  
22          secondary school from which a significant number of  
23          students go on to attend an eligible secondary  
24          school.

“(12) FEEDER PATTERN.—The term ‘feeder pattern’ means an accurate estimate of the number of students in low-income families in a secondary school that is calculated by applying the average percentage of students in low-income families of the elementary school attendance areas as calculated under section 1113(a)(5)(A) that feed into the secondary school to the number of students enrolled in high school.

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

13 “(14) INDUSTRY-RECOGNIZED CREDENTIAL.—  
14 The term ‘industry-recognized credential’ means an  
15 industry-recognized credential that—

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

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

23 “(i) as determined by the State in  
24 which the program is located, in consulta-  
25 tion with business entities; or

1                   “(ii) as demonstrated by the institu-  
2                   tion offering the program leading to the  
3                   credential; and

4                   “(C) is, where applicable, endorsed by a  
5                   nationally recognized trade association or orga-  
6                   nization representing a significant part of the  
7                   industry or sector.

8                   “(15) INSTITUTION OF HIGHER EDUCATION.—  
9                   The 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                  “(16) MOBILITY RATE.—The term ‘mobility  
13                  rate’ means the rate at which students transfer from  
14                  one secondary school to another secondary school  
15                  due to a change in primary residence.

16                  “(17) POSTSECONDARY ENROLLMENT.—The  
17                  term ‘postsecondary enrollment’ means, of the stu-  
18                  dents who graduate from secondary school with a  
19                  regular high school diploma consistent with section  
20                  200.19(b)(1)(i) of title 34, Code of Federal Regula-  
21                  tions, the number and percentage of such students  
22                  who enroll in a institution of higher education within  
23                  16 months of receiving the diploma.

24                  “(18) POSTSECONDARY CREDIT-ACCUMULA-  
25                  TION.—The term ‘postsecondary credit-accumula-

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

12           “(19) QUALIFIED INTERMEDIARY.—The term  
13      ‘qualified intermediary’ means an entity that has—

14                   “(A) a demonstrated record of working on  
15                   grant-related high school redesign activities;  
16                   and

17                   “(B) expertise in building and sustaining  
18                   partnerships with entities such as employers,  
19                   schools, community-based organizations, insti-  
20                   tutions of higher education, social service orga-  
21                   nizations, economic development organizations,  
22                   and workforce systems to broker services, re-  
23                   sources, and supports to youth and the organi-  
24                   zations and systems that are designed to serve  
25                   youth (including connecting employers to class-

1 rooms, designing and implementing  
2 contextualized pathways to postsecondary edu-  
3 cation and careers, developing curricula, deliv-  
4 ering professional development, and connecting  
5 students to internships and other work-based  
6 learning opportunities).

7 “(20) SECRETARY.—The term ‘Secretary’  
8 means the Secretary of Education.

9 “(21) STRUGGLING STUDENT.—The term  
10 ‘struggling student’ means a student who is at an  
11 increased risk for low academic achievement and is  
12 unlikely to graduate secondary school within 4 years,  
13 college and career ready, or a student who has  
14 dropped out of middle school or high school.

15 “(22) STUDENT-CENTERED LEARNING AP-  
16 PROACHES.—The term ‘student-centered learning  
17 approaches’ means instruction and curriculum  
18 that—

19 “(A) are personalized and competency  
20 based or mastery oriented;

21 “(B) take place anytime and anywhere;

22 “(C) enable students to have supports to  
23 take increased responsibility over their edu-  
24 cation and develop self-regulation skills; and



1           “(D) are designed to foster the skills, dis-  
2           positions, and knowledge students need to suc-  
3           ceed in college, career, and citizenship, and the  
4           competencies described in section 1502(1).

5           “(23) TRANSFER RATE.—The term ‘transfer  
6           rate’ means the rate at which students transfer from  
7           one high school to another high school, or from one  
8           high school to another education setting, for a rea-  
9           son other than due to a change in primary residence,  
10          as verified through written documentation by the  
11          local educational agency serving the student at the  
12          time of the transfer.

13   **“SEC. 1504. PROGRAMS AUTHORIZED.**

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

25          “(b) RESERVATION OF FUNDS.—

1           “(1) BUREAU OF INDIAN EDUCATION.—The  
2       Secretary shall reserve one-half of 1 percent of the  
3       total amount appropriated to carry out this part for  
4       a fiscal year for the Bureau of Indian Education,  
5       which shall be awarded, on a competitive basis, by  
6       the Bureau of Indian Education for activities con-  
7       sistent with the purposes of the program.

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

14      “(c) GRANTS AUTHORIZED.—

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

21           “(2) GRANT DURATION.—Grants awarded  
22      under this section shall be for a period of 5 years,  
23      conditional after 3 years on satisfactory progress on  
24      the leading performance indicators described in sub-  
25      section (d)(2)(J)(i), as determined by the Secretary,

1       and renewable for 3 additional 1-year periods, based  
2       on satisfactory progress on the core indicators de-  
3       scribed in subsection (d)(2)(J)(ii).

4       “(3) PLANNING GRANTS.—The Secretary  
5       may—

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

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

14       “(4) ANNUAL REPORT.—Each eligible entity  
15       that receives a grant under this section shall submit  
16       to the Secretary an annual report including data on  
17       the entity’s progress on the performance indicators  
18       described in subsection (d)(2)(J).

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

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

8                   “(i) The calculation described under  
9                   section 1113(a)(5).

10                   “(ii) A feeder pattern, if applicable.

11           “(B) TITLE I ALLOCATION TO HIGH  
12           SCHOOLS.—Each such local educational agen-  
13           cy—

14                   “(i) shall allocate funds received  
15                   under section 1113(a), in excess of the  
16                   highest allocation received by such local  
17                   educational agency for the 5 fiscal years  
18                   prior to the date of enactment of the Every  
19                   Child Achieves Act, to eligible high schools  
20                   until such fiscal year as high schools  
21                   served by the local educational agency re-  
22                   ceive proportional funding under subpart 2  
23                   of part A of title I; and

24                   “(ii) after proportional funding is  
25                   achieved under subpart 2 of part A of title

1 I, shall allocate funds under this part in  
2 such a way as to at least maintain such  
3 proportional funding to eligible high  
4 schools served by the agency.

5 “(C) EQUITABLE DISCIPLINE POLICIES.—  
6 Each such local educational agency shall imple-  
7 ment policies and strategies to improve school  
8 climate, including effective and equitably ap-  
9 plied discipline policies, which shall be in-  
10 formed, in part, by data reported as part of the  
11 Office of Civil Rights Data Collection.

12 “(D) PROPORTIONAL FUNDING.—In this  
13 paragraph, the term ‘proportional funding’  
14 means the percentage of a local educational  
15 agency’s allocation under subpart 2 of part A of  
16 title I is at least equal to the percentage of low-  
17 income students eligible to attend high schools  
18 served by the local educational agency.

19 “(d) APPLICATION.—

20 “(1) IN GENERAL.—An eligible entity that de-  
21 sires a grant under this section shall submit an ap-  
22 plication to the Secretary at such time, in such man-  
23 ner, and containing such information as the Sec-  
24 retary may reasonably require.

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

4                   “(A) How the eligible entity will use funds  
5                   awarded under this section to carry out the evi-  
6                   denced-based activities described in subsections  
7                   (e) and (f) to provide all students with person-  
8                   alized learning experiences and engage students  
9                   equitably in applied learning and student-cen-  
10                  tered learning approaches.

11                   “(B) The responsibilities to be carried out  
12                   by each member of the eligible entity and addi-  
13                   tional external partners or qualified inter-  
14                   mediaries, including a description of their  
15                   record of success in secondary school reform.

16                   “(C) How the eligible entity will sustain  
17                   the activities proposed, including the availability  
18                   of funds from non-Federal sources and coordi-  
19                   nation with other Federal, State, and local  
20                   funds.

21                   “(D) The comprehensive needs analysis  
22                   and capacity assessment conducted of the eligi-  
23                   ble entity and eligible high schools that will be  
24                   served under the grant. The needs analysis and  
25                   capacity assessment shall include the following:

1 “(i) An examination of each high  
2 school’s data in the aggregate, and  
3 disaggregated, and cross-tabulated by each  
4 of the categories of students, as defined in  
5 section 1111(b)(3)(A), on the following:

6 “(I) Graduation rates and char-  
7 acteristics of those students who are  
8 not graduating, including such stu-  
9 dents’ attendance, behavior, expulsion  
10 rates, suspension rates, course per-  
11 formance, credit accumulation rates,  
12 on-track to graduate rates, transfer  
13 rates, and mobility rates.

14 “(II) Rates of dropout recovery  
15 (re-entry) into programs leading to  
16 secondary and postsecondary success.

17 “(III) Rates of postsecondary en-  
18 rollment, remediation, and, if avail-  
19 able, persistence and completion.

20 “(IV) The percentage of students  
21 who are 2 or more years over-aged or  
22 under-credited for their grade level.

23 “(V) The percentage of students  
24 who are 1 or more years over-aged or  
25 under-credited for their grade level.

1           “(ii) An examination of each eligible  
2 high school and feeder middle school’s data  
3 in the aggregate, and disaggregated by  
4 each of the categories of students, as de-  
5 fined in section 1111(b)(3)(A), as applica-  
6 ble, on the following:

7           “(I) Student academic achieve-  
8 ment, including the percentage of stu-  
9 dents who have on-time credit accu-  
10 mulation at the end of each grade,  
11 and student progression, as applica-  
12 ble, and the percent of students fail-  
13 ing a core, credit-bearing, reading or  
14 language arts, science, or mathematics  
15 course, or failing 2 or more of any  
16 courses.

17           “(II) Annual, average attendance  
18 rates.

19           “(III) Percentage of students  
20 who are chronically absent.

21           “(IV) Annual rates of expulsions,  
22 suspensions (including in-school and  
23 out-of-school suspensions), school vio-  
24 lence, harassment, and bullying, as



1 defined under State or local laws or  
2 policies.

3 “(V) Annual, average credit ac-  
4 cumulation.

5 “(VI) Annual mobility, transfer,  
6 and attrition rates.

7 “(VII) Annual, average enroll-  
8 ment in and completion of advanced  
9 coursework, including participation in  
10 rigorous career and technical and  
11 STEM specialized and advanced  
12 courses and opportunities to earn  
13 postsecondary credit while in high  
14 school such as through dual enroll-  
15 ment, early college high school , and  
16 Advanced Placement or International  
17 Baccalaureate courses.

18 “(VIII) Curriculum alignment  
19 with college and career ready stand-  
20 ards across all grade levels, including  
21 alignment with requirements to pur-  
22 sue STEM-related courses in postsec-  
23 ondary education.

24 “(IX) The percentage of students  
25 participating in career and technical

1 education coursework that is aligned  
2 to standards for career and technical  
3 education.

4 “(X) The nonacademic barriers  
5 that impact student achievement and  
6 the availability of support services to  
7 address such barriers.

8 “(XI) The number and percent-  
9 age of students who do not transition  
10 from grade 8 to grade 9 and who have  
11 not transferred to and enrolled in a  
12 school outside of the local educational  
13 agency within the State or outside of  
14 the State.

15 “(iii) An examination and description  
16 of each eligible high school’s capacity to  
17 implement the school reform activities  
18 under subsection (e)(3), including—

19 “(I) the capacity and experience  
20 levels of administrative, instructional,  
21 and non-instructional staff, including  
22 the extent to which teachers assigned  
23 to a core academic subject are fully  
24 certified in the subject area in which  
25 they are assigned and teacher and

1 leader ratings based on the State  
2 teacher and leader evaluation and im-  
3 provement system;

4 “(II) the budget, including how  
5 Federal, State, and local funds are  
6 being spent and can be more effi-  
7 ciently utilized;

8 “(III) opportunities to extend or  
9 restructure the school day, week, or  
10 year;

11 “(IV) policies of the local edu-  
12 cational agency related to seat-time  
13 requirements; and

14 “(V) the technical assistance, ad-  
15 ditional resources, and staff necessary  
16 to implement the activities identified  
17 in subsection (e).

18 “(iv) An assessment of community-  
19 based resources, including—

20 “(I) identification of community-  
21 based resources;

22 “(II) opportunities to extend  
23 learning opportunities that are avail-  
24 able to students through partnerships  
25 with relevant community-based orga-

1                   nizations and employers, including  
2                   those with experience in STEM-re-  
3                   lated fields; and

4                   “(III) a description of roles and  
5                   responsibilities of each entity within  
6                   the eligible entity.

7                   “(v) An assessment of the external  
8                   partner capacity to provide technical as-  
9                   sistance and resources to implement the  
10                  activities described in subsection (e).

11                  “(E) The rationale for the model or strate-  
12                  gies chosen, to be implemented under sub-  
13                  section (e), including how it will effectively ad-  
14                  dress the needs identified through the needs  
15                  analysis.

16                  “(F) A plan to ensure that the eligible en-  
17                  tity will not track students into specific career  
18                  themes or job placements and that the opportu-  
19                  nities provided to students are of comparable  
20                  rigor.

21                  “(G) A plan to use current regional labor  
22                  market information and engage employers and  
23                  community-based organizations in the develop-  
24                  ment of work-related learning opportunities,

1 particularly those in STEM-related fields, and  
2 other curriculum revisions under subsection (e).

3 “(H) A plan to address the needs of stu-  
4 dents with disabilities, English language learn-  
5 ers, and struggling students in the redesign ac-  
6 tivities under subsection (e).

7 “(I) A description of the policies and strat-  
8 egies that will be implemented to improve  
9 school climate, including effective and equitable  
10 discipline policies, which shall be informed, in  
11 part, by data reported as part of the Office of  
12 Civil Rights Data Collection.

13 “(J) The performance indicators and tar-  
14 gets the eligible entity will use to assess the ef-  
15 fectiveness of the activities implemented under  
16 this section, including—

17 “(i) leading indicators, which may in-  
18 clude—

19 “(I) annual, average attendance  
20 rates;

21 “(II) percentage of students who  
22 are chronically absent;

23 “(III) rates, including  
24 disproportionality, of expulsions, sus-  
25 pensions, school violence, harassment,

1 and bullying (as defined under State  
2 or local laws or policies);

3 “(IV) annual student mobility  
4 rates;

5 “(V) annual student transfer  
6 rates; and

7 “(VI) annual attrition rates;

8 “(ii) core indicators, which may in-  
9 clude—

10 “(I) graduation rates (as defined  
11 under section 200.19(b)(1)(i) of title  
12 34, Code of Federal Regulations);

13 “(II) dropout recovery (re-entry)  
14 rates;

15 “(III) percentage of students who  
16 have on-time credit accumulation at  
17 the end of each grade, and whom are  
18 on track to graduate within the stand-  
19 ard number of years, and the percent-  
20 age of students failing a core subject  
21 course;

22 “(IV) percentage of students who  
23 successfully transitioned from 8th to  
24 9th grade; and

1 “(V) student achievement data,  
2 including the percentage of students  
3 performing at a proficient level on  
4 State student academic assessments  
5 required under section 1111(b); and

6 “(VI) percentage of students, in-  
7 cluding each of the categories of stu-  
8 dents, as defined in section  
9 1111(b)(3)(A), and traditionally  
10 under-represented in the STEM-re-  
11 lated field, participating in STEM-re-  
12 lated coursework or STEM-related  
13 work-based learning opportunities;  
14 and

15 “(iii) indicators of college and career  
16 readiness such as—

17 “(I) percentage of students suc-  
18 cessfully completing rigorous postsec-  
19 ondary education courses while at-  
20 tending secondary school, such as Ad-  
21 vanced Placement or International  
22 Baccalaureate courses;

23 “(II) percentage of students per-  
24 forming at or above the college-readi-



1           ness benchmark on the SATs, or  
2           ACT;

3           “(III) the number and percent-  
4           age of students enrolling in and who  
5           attain State and local adjusted levels  
6           of performance, as described in sec-  
7           tion 113(b) of the Carl D. Perkins  
8           Career and Technical Education Act  
9           of 2006 (20 U.S.C. 2323(b)), and re-  
10          ported by the State in a manner con-  
11          sistent with section 113(c) of such  
12          Act;

13          “(IV) rates of workplace experi-  
14          ence and other indicators of the acqui-  
15          sition of employability skills, including  
16          the number and percentage of stu-  
17          dents earning an industry-recognized  
18          credential;

19          “(V) the number and percentage  
20          of students completing a registered  
21          apprenticeship program, as defined in  
22          section 171 of the Workforce Innova-  
23          tion and Opportunity Act (29 U.S.C.  
24          3226); and



1 “(VI) rates of enrollment, reme-  
2 diation, persistence, and completion of  
3 postsecondary education.

4 “(c) REQUIRED USES OF FUNDS.—

5 “(1) DISTRICTWIDE REQUIRED USES OF  
6 FUNDS.—An eligible entity that receives a grant  
7 under this section shall use the grant funds to—

8 “(A) develop and implement partnerships  
9 to help schools prepare students to apply aca-  
10 demic concepts to real world challenges;

11 “(B) implement an early warning indicator  
12 system in eligible high schools, and, where ap-  
13 plicable, feeder middle schools, to identify  
14 struggling students and create a system of evi-  
15 dence-based and linguistically and culturally  
16 relevant interventions, by—

17 “(i) identifying and analyzing the aca-  
18 demic risk factors that most reliably pre-  
19 dict dropouts by using longitudinal data of  
20 past cohorts of students;

21 “(ii) identifying specific indicators of  
22 student progress and performance, such as  
23 attendance, including the percentage of  
24 students who are chronically absent, aca-  
25 demic performance in core courses, and

1 postsecondary credit-accumulation, to  
2 guide decisionmaking;

3 “(iii) identifying or developing a  
4 mechanism for regularly collecting and  
5 analyzing data about the impact of inter-  
6 ventions on the indicators of student  
7 progress and performance;

8 “(iv) analyzing academic indicators to  
9 determine whether students are on track to  
10 graduate secondary school in the standard  
11 numbers of years; and

12 “(v) identifying and implementing  
13 strategies for pairing academic support  
14 with integrated student services and case-  
15 managed interventions for students requir-  
16 ing intensive supports, which may include  
17 partnerships with other external partners;

18 “(C) provide support and credit recovery  
19 opportunities for struggling students, including  
20 those who are overaged and undercredited, at  
21 secondary schools served by the eligible entity  
22 or other appropriate settings by offering activi-  
23 ties, such as—

24 “(i) the development of a personalized  
25 learning plan;

1 “(ii) a flexible school schedule;

2 “(iii) competency-based learning mod-  
3 els, accelerated learning models, and per-  
4 formance-based assessments;

5 “(iv) the provision of support services;

6 “(v) dual enrollment opportunities;

7 “(vi) preparation for and transitioning  
8 into postsecondary education; and

9 “(vii) work-related learning opportu-  
10 nities;

11 “(D) provide dropout recovery or reentry  
12 programs to high schools that are designed to  
13 encourage and support dropouts returning to an  
14 educational system, program, or institution fol-  
15 lowing an extended absence in order to grad-  
16 uate college and career ready;

17 “(E) provide evidence-based middle school  
18 to high school transition programs and sup-  
19 ports, including through curricula alignment  
20 and early high school programs that allow stu-  
21 dents to earn high school credit in middle  
22 school; and

23 “(F) provide school leaders, instructional  
24 staff, non-instructional staff, students, and  
25 families with high-quality, easily accessible, and

1           timely information, beginning in grade nine,  
2           about—

3                   “(i) secondary school graduation re-  
4                   quirements;

5                   “(ii) postsecondary education applica-  
6                   tion processes;

7                   “(iii) postsecondary admissions proc-  
8                   esses and requirements, including require-  
9                   ments for pursuing postsecondary degrees  
10                  in STEM-related subjects;

11                  “(iv) public financial aid and other  
12                  available private scholarship and grant aid  
13                  opportunities;

14                  “(v) regional and national labor mar-  
15                  ket information, including information  
16                  about national and local STEM-related ca-  
17                  reer opportunities; and

18                  “(vi) other programs and services for  
19                  increasing rates of college access and suc-  
20                  cess for students from low-income families  
21                  and other traditionally underserved stu-  
22                  dents.

23                  “(2) REQUIRED USE OF FUNDS IN FEEDER  
24                  MIDDLE SCHOOLS.—An eligible entity that receives a  
25                  grant under this section shall use the grant funds in

1 feeder middle schools to improve the academic  
2 achievement of their students and prepare them to  
3 graduate on track to college and career readiness  
4 by—

5 “(A) using early warning indicator and  
6 intervention systems described in paragraph  
7 (1)(B);

8 “(B) creating a personalized learning envi-  
9 ronment;

10 “(C) providing students with the pre-  
11 requisite coursework necessary to prepare stu-  
12 dents for participation in rigorous and advanced  
13 coursework at the high school level, including in  
14 STEM-related areas of coursework;

15 “(D) implementing organizational practices  
16 and school schedules that allow for collaborative  
17 staff participation, which may include profes-  
18 sional learning communities, team teaching, and  
19 common instructional planning time;

20 “(E) implementing high-quality, evidence-  
21 based, and ongoing professional development  
22 for teachers and school leaders, providing in-  
23 creased opportunities for collaboration, and pro-  
24 viding curriculum coaches or instructional lead-  
25 ers to—

1 “(i) implement the activities funded  
2 under this Act;

3 “(ii) strengthen content knowledge  
4 and instructional strategies;

5 “(iii) develop instructional strategies  
6 to support literacy across disciplines; and

7 “(iv) develop caring, consistent rela-  
8 tionships between students and staff that  
9 communicate high expectations for student  
10 learning and behavior;

11 “(F) providing professional development  
12 and support for specialized instructional sup-  
13 port personnel; and

14 “(G) providing school leaders, instructional  
15 staff, noninstructional staff, students, and fami-  
16 lies with high-quality, easily accessible, and  
17 timely information about—

18 “(i) secondary school graduation re-  
19 quirements;

20 “(ii) postsecondary applications and  
21 admissions processes and requirements, in-  
22 cluding requirements for pursuing postsec-  
23 ondary degrees in STEM-related subjects;



1 “(iii) public financial aid and other  
2 available private scholarship and grant aid  
3 opportunities;

4 “(iv) regional and national labor mar-  
5 ket information, including information  
6 about national and local STEM-related ca-  
7 reer opportunities; and

8 “(v) other programs and services for  
9 increasing rates of college access and suc-  
10 cess for students from low-income families.

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

16 “(A) personalize the school experience—

17 “(i) through the continuous and time-  
18 ly use of student data (such as from form-  
19 ative, interim, and summative assessments)  
20 to inform and differentiate instruction in  
21 order to meet the academic needs of indi-  
22 vidual students;

23 “(ii) by providing a personalized se-  
24 quence of instructional content and skill  
25 development informed by the student’s aca-

1           demic interests and learning styles that is  
2           designed to enable the student to achieve  
3           the student’s individual goals and ensure  
4           the student can graduate on time and col-  
5           lege and career ready, which may include  
6           the use of personalized learning plans; and  
7           “(iii) by implementing strategies that  
8           develop caring, consistent relationships be-  
9           tween students and adults that commu-  
10          nicate high expectations for student learn-  
11          ing and behavior;  
12          “(B) increase student engagement by pro-  
13          viding applied learning opportunities and stu-  
14          dent-centered learning;  
15          “(C) provide school leaders with autonomy  
16          through a flexible budget and staffing author-  
17          ity;  
18          “(D) implement ongoing high-quality, job-  
19          embedded, evidence-based professional develop-  
20          ment for teachers and school leaders, provide  
21          increased opportunities for collaboration and  
22          leadership, which may include professional  
23          learning communities, and may include pro-  
24          viding curriculum coaches or instructional lead-  
25          ers to—



1 “(i) implement the activities funded  
2 under this Act;

3 “(ii) strengthen content knowledge  
4 and instructional strategies, including  
5 those strategies needed to provide postsec-  
6 ondary-level course content in secondary  
7 school and work-related learning opportu-  
8 nities;

9 “(iii) develop instructional strategies  
10 to support literacy across disciplines; and

11 “(iv) strengthen relationships among  
12 students and staff; and

13 “(E) increase student access to teachers  
14 certified in the subject area they are assigned  
15 to teach;

16 “(F) provide professional development and  
17 support for specialized instructional support  
18 personnel;

19 “(G) improve access to rigorous courses,  
20 including providing all students with pathways  
21 to earn not less than 12 postsecondary credits  
22 while in high school, which may include—

23 “(i) redesigning academic content and  
24 instructional practices to align high school  
25 coursework with criteria associated with

1 admission to postsecondary education and  
2 success in such postsecondary education in  
3 credit-bearing courses and employer expecta-  
4 tions;

5 “(ii) increasing rigor by providing  
6 each student with the opportunity to earn  
7 postsecondary credit while in high school,  
8 particularly in STEM-related subjects,  
9 such as through dual enrollment or early  
10 college high school; or

11 “(iii) implementing competency-based  
12 learning models;

13 “(H) provide college and career pathways  
14 through such activities as—

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

- 1 “(ii) providing dual enrollment oppor-  
2 tunities with college credit-bearing  
3 courses, including accelerated certificate  
4 programs with community colleges or other  
5 recognized postsecondary credentials and  
6 including dual enrollment opportunities for  
7 secondary school students who are 2 or  
8 more years over-age or under-credited and  
9 those who have dropped out of school; or  
10 “(iii) designing curricula and se-  
11 quences of courses, including in STEM-re-  
12 lated subjects, in collaboration with teach-  
13 ers from the eligible high school and fac-  
14 ulty from the partner institution of higher  
15 education so that students may simulta-  
16 neously earn credits toward a high school  
17 diploma and earn an associate degree or at  
18 least 12 transferable postsecondary edu-  
19 cation credits toward a postsecondary de-  
20 gree at no cost to students or their fami-  
21 lies;  
22 “(I) strengthen the transition between high  
23 school and postsecondary education, which may  
24 begin in middle school, through such activities  
25 as—

1           “(i) providing comprehensive and  
2           timely academic and career counseling,  
3           which includes ensuring low student-to-  
4           counselor ratios, that addresses both col-  
5           lege and career planning needs and allow  
6           students to make informed decisions about  
7           academic and career options, including the  
8           use of current labor-market information  
9           for students, families, and staff;

10           “(ii) providing high-quality college  
11           and career exploration opportunities in-  
12           cluding college campus visits, work-related  
13           learning opportunities, particularly in in-  
14           demand industry sectors or occupations, as  
15           defined in section 3 of the Workforce Inno-  
16           vation and Opportunity Act (29 U.S.C.  
17           3102);

18           “(iii) coordinating secondary and  
19           postsecondary support services, and aca-  
20           demic calendars to allow students to visit  
21           and take courses at the institutions of  
22           higher education; and

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

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

6           “(K) utilize technology effectively to  
7           achieve the purposes of this part; and

8           “(L) provide integrated support services to  
9           address the social, emotional, health, and be-  
10          havioral needs of students that influence aca-  
11          demic achievement.

12          “(f) ALLOWABLE USES OF FUNDS.—An eligible enti-  
13          ty that receives a grant under this section may use the  
14          grant funds to improve parent and family engagement in  
15          the educational achievement of students and dropouts to  
16          ensure that they are, or become, on track to college and  
17          career readiness, which may include—

18               “(1) leveraging community-based services and  
19               resources to support students, dropouts, and their  
20               families;

21               “(2) providing information to assist parents  
22               and families in navigating the public school system  
23               and postsecondary planning;

24               “(3) providing or modernizing equipment and  
25               materials needed to implement high-quality, career-



1 related instruction and science, technology, engineer-  
2 ing, and mathematics instruction to assist in the im-  
3 plementation of activities required under subsection  
4 (e);

5 “(4) providing after school or extended learning  
6 opportunities, by extending the school day, week, or  
7 year to increase the total number of school hours to  
8 include additional time for instruction in academic  
9 subjects and enrichment activities that contribute to  
10 a well-rounded education and includes credit-bearing  
11 opportunities;

12 “(5) increasing student supports through activi-  
13 ties such as student advisories, school counseling op-  
14 portunities, and one-to-one mentoring; and

15 “(6) creating smaller learning communities.

16 “(g) SUPPLEMENT NOT SUPPLANT.—An eligible en-  
17 tity shall use Federal funds received under this section  
18 only to supplement the funds that would, in the absence  
19 of such Federal funds, be made available from other Fed-  
20 eral and non-Federal sources for the activities described  
21 in this section, and not to supplant such funds.

22 “(h) SUSTAINABILITY.—An eligible entity shall dem-  
23 onstrate—

24 “(1) how the use of existing Federal, State, and  
25 local resources, such as funds made available under

1 the Carl D. Perkins Career and Technical Education  
2 Act of 2006 (20 U.S.C. 2301 et seq.) and the Work-  
3 force Innovation and Opportunity Act (29 U.S.C.  
4 3101 et seq.) may be coordinated with such grant;  
5 and

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

9 “(i) DATA COLLECTION AND EVALUATION.—

10 “(1) COLLECTION OF DATA.—Each eligible en-  
11 tity receiving a grant under this part shall collect  
12 and report annually to the Secretary such informa-  
13 tion on the results of the activities assisted under  
14 the grant as the Secretary may reasonably require,  
15 including—

16 “(A) the number and percentage of stu-  
17 dents, in the aggregate and disaggregated by  
18 each of the categories of students, as defined in  
19 section 1111(b)(3)(A), who are served by the el-  
20 igible entity under this part and who—

21 “(i) graduate from high school with a  
22 regular high school diploma within 4 years;

23 “(ii) graduate from high school with a  
24 regular high school diploma within 5 years;

1           “(iii) graduate from high school with  
2           a regular high school diploma within 6  
3           years;

4           “(iv) are on-track to graduate from  
5           high school college and career ready within  
6           the standard number of years;

7           “(v) earn credit toward a postsec-  
8           ondary credential, including the number of  
9           credits;

10          “(vi) earn a recognized postsecondary  
11          credential, as defined in section 3 of the  
12          Workforce Innovation and Opportunity Act  
13          (29 U.S.C. 3102);

14          “(vii) enroll in postsecondary edu-  
15          cation;

16          “(viii) need remediation at the post-  
17          secondary level;

18          “(ix) complete at least the equivalent  
19          of 1 academic year of postsecondary credit  
20          applicable to a postsecondary degree not  
21          later than 2 years after enrollment in an  
22          institution of higher education; and

23          “(x) complete postsecondary edu-  
24          cation;



1           “(B) information consistent with the addi-  
2           tional indicators of success proposed by the eli-  
3           gible entity in the grant application; and

4           “(C) other information the Secretary may  
5           require as necessary for the evaluation de-  
6           scribed in paragraph (3).

7           “(2) REPORTING OF DATA.—Each eligible enti-  
8           ty receiving a grant under this part shall  
9           disaggregate the information required under para-  
10          graph (1) in the same manner as information is  
11          disaggregated under section 1111.

12          “(3) EVALUATION.—

13               “(A) IN GENERAL.—Each eligible entity  
14               receiving a grant under this part shall, imme-  
15               diately after the receipt of grant funds, enter  
16               into a contract with an outside evaluator to en-  
17               able the evaluator to conduct—

18                       “(i) an evaluation of the effects of the  
19                       grant after the third year of implementa-  
20                       tion of the grant, including the perform-  
21                       ance indicators described in paragraph (1);

22                       “(ii) an evaluation of the effects on  
23                       the grant after the final year of the grant  
24                       period, including the performance indica-  
25                       tors described in paragraph (1).

1           “(B) DISTRIBUTION.—Upon completion of  
2           an evaluation described in subparagraph (A),  
3           the eligible entity shall submit a copy of the  
4           evaluation to the Secretary in a timely manner.

5   **“SEC. 1505. AUTHORIZATION OF APPROPRIATIONS.**

6           “‘There is authorized to be appropriated to carry out  
7   this part such sums as may be necessary.’”.