

114TH CONGRESS  
1ST SESSION

# S. 696

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.

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## IN THE SENATE OF THE UNITED STATES

MARCH 10, 2015

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

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## A BILL

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.

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 “Next Generation High  
5 Schools Act”.

1 **SEC. 2. PURPOSES.**

2       The purposes of this Act are to promote and support  
3 the comprehensive school redesign of the high school expe-  
4 rience to ensure all students served by an eligible entity  
5 that receives a grant under this Act, particularly those  
6 students who are traditionally underserved, are provided  
7 with challenging, engaging, and relevant academic, career-  
8 related experiences that fully prepare them for postsec-  
9 ondary education and careers and to—

10           (1) increase the number and percentage of stu-  
11 dents who graduate from high school college and ca-  
12 reer ready with the ability to use knowledge to solve  
13 complex problems, think critically, communicate ef-  
14 fectively, collaborate with others, and develop aca-  
15 demic mindsets;

16           (2) provide students with opportunities to earn  
17 college-level credit and postsecondary credentials  
18 while in high school, such as early college and dual  
19 enrollment;

20           (3) increase student readiness to pursue post-  
21 secondary degrees in science, technology, engineer-  
22 ing, and mathematics, particularly for student  
23 groups historically underrepresented in these fields;

24           (4) support the provision and sequencing of  
25 coursework that integrates rigorous academics with  
26 career-based learning and real world workplace expe-

1       riences in an effort to provide students with in-  
2       creased opportunities to have career related experi-  
3       ences, develop career-related competencies, and earn  
4       industry-recognized credentials;

5               (5) increase access to student-centered learning  
6       opportunities, including competency-based learning  
7       models, that lead to all students graduating college  
8       and career ready with the competencies described in  
9       paragraph (1) to succeed in the 21st century;

10              (6) increase postsecondary enrollment, persist-  
11       ence, and completion;

12              (7) reduce the need for remediation at the post-  
13       secondary level; and

14              (8) create innovative supports that can be rep-  
15       licated in other schools and local educational agen-  
16       cies.

17 **SEC. 3. DEFINITIONS.**

18       In this Act:

19              (1) **IN GENERAL.**—Except as otherwise pro-  
20       vided, the terms used in this Act have the meanings  
21       given the terms in section 9101 of the Elementary  
22       and Secondary Education Act of 1965 (20 U.S.C.  
23       7801).

24              (2) **ADVANCED PLACEMENT OR INTERNATIONAL**  
25       **BACCALAUREATE COURSE.**—The term “Advanced

1 Placement or International Baccalaureate course”  
 2 means—

3 (A) a course of postsecondary-level instruc-  
 4 tion provided to middle school or secondary  
 5 school students, terminating in an Advanced  
 6 Placement or International Baccalaureate ex-  
 7 amination; or

8 (B) another highly rigorous, evidence  
 9 based, postsecondary preparatory program ter-  
 10 minating in—

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

14 (ii) another examination or sequence  
 15 of courses approved by the Secretary.

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

24 (4) ATTRITION.—The term “attrition” means  
 25 the reduction in a school’s student population as a

1 result of transfers or dropouts and includes students  
2 who have been enrolled for a minimum of 3 weeks  
3 within the academic year.

4 (5) CHRONICALLY ABSENT.—The term “chron-  
5 ically absent”, when used with respect to a stu-  
6 dent—

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

9 (B) does not include any school days a stu-  
10 dent misses due to an in-school or out-of-school  
11 suspension, or for which a student was not en-  
12 rolled at such school.

13 (6) COMPETENCY-BASED LEARNING MODEL.—

14 (A) IN GENERAL.—The term “competency-  
15 based learning model” means an education  
16 model in which students advance academically  
17 based upon multiple demonstrations of com-  
18 petence in defined content-specific concepts and  
19 higher order skills, such as critical thinking and  
20 problem solving.

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

23 (i) Competencies include explicit,  
24 measurable, and transferable learning ob-  
25 jectives.

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

7                   (iii) Each student receives timely, dif-  
8                   ferentiated support based on the student’s  
9                   individual learning needs.

10                  (iv) Student agency is emphasized  
11                  through transparency of goals and gaps in  
12                  knowledge, and multiple means to fulfill  
13                  those gaps.

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

23                  (8) ELIGIBLE ENTITY.—The term “eligible enti-  
24                  ty” means a local educational agency, charter school,  
25                  or a consortium of local educational agencies—

1 (A) in partnership with—

2 (i) 1 or more institutions of higher  
3 education;

4 (ii) 1 or more community-based part-  
5 ners, such as a nonprofit organization,  
6 community-based organization, State or  
7 local government agency, business, or an  
8 industry-related organization; and

9 (iii) a qualified intermediary; and

10 (B) that may be in partnership with 1 or  
11 more external partners.

12 (9) ELIGIBLE HIGH SCHOOL.—The term “eligi-  
13 ble high school” means a high school that—

14 (A) serves a student population of which  
15 not less than 65 percent are from low-income  
16 families as determined by the local educational  
17 agency under section 1113 of the Elementary  
18 and Secondary Education Act of 1965 (20  
19 U.S.C. 6313);

20 (B) has a graduation rate at or below 67  
21 percent, except in the case of a high school  
22 that, at the time of applying for the grant  
23 under this Act, is a new high school, as deter-  
24 mined by the Secretary;

1 (C) does not receive grant funds under sec-  
2 tion 1003(g) of the Elementary and Secondary  
3 Education Act of 1965 (20 U.S.C. 6303(g));  
4 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 Act, is a new  
9 high school, as determined by the Secretary.

10 (10) EVIDENCE-BASED MODEL.—The term  
11 “evidence-based model” means a school reform  
12 model activity that is based on research findings or  
13 reasonable hypotheses, including related research or  
14 theories in education.

15 (11) 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 (12) FEEDER MIDDLE SCHOOL.—The term  
21 “feeder middle school” means an elementary school  
22 or secondary school from which a significant number  
23 of students go on to attend an eligible secondary  
24 school.



1           (13) FEEDER PATTERN.—The term “feeder  
2 pattern” means an accurate estimate of the number  
3 of students in low-income families in a secondary  
4 school that is calculated by applying the average per-  
5 centage of students in low-income families of the ele-  
6 mentary school attendance areas as calculated under  
7 section 1113(a)(5)(A) of the Elementary and Sec-  
8 ondary Education Act of 1965 (20 U.S.C.  
9 6313(a)(5)(A)) that feed into the secondary school  
10 to the number of students enrolled in high school.

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

14           (15) INDUSTRY-RECOGNIZED CREDENTIAL.—  
15 The term “industry-recognized credential” means an  
16 industry-recognized credential that—

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

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

1 (i) as determined by the State in  
2 which the program is located, in consulta-  
3 tion with business entities; or

4 (ii) as demonstrated by the institution  
5 offering the program leading to the creden-  
6 tial; and

7 (C) is, where applicable, endorsed by a na-  
8 tionally recognized trade association or organi-  
9 zation representing a significant part of the in-  
10 dustry or sector.

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

15 (17) MOBILITY RATE.—The term “mobility  
16 rate” means the rate at which students transfer  
17 from one secondary school to another secondary  
18 school due to a change in primary residence.

19 (18) POSTSECONDARY ENROLLMENT.—The  
20 term “postsecondary enrollment” means, of the stu-  
21 dents who graduate from secondary school with a  
22 regular high school diploma consistent with section  
23 200.19(b)(1)(i) of title 34, Code of Federal Regula-  
24 tions, the number and percentage of such students

1 who enroll in a institution of higher education within  
2 16 months of receiving the diploma.

3 (19) POSTSECONDARY CREDIT-ACCUMULA-  
4 TION.—The term “postsecondary credit–accumula-  
5 tion” means, of the students who graduate from sec-  
6 ondary school with a regular high school diploma  
7 consistent with section 200.19(b)(1)(i) of title 34,  
8 Code of Federal Regulations, and who enroll in an  
9 institution of higher education not later than 16  
10 months after receiving the diploma, the number and  
11 percentage of such students who complete at least  
12 the equivalent of 1 academic year of college credit  
13 applicable to a postsecondary degree not later than  
14 2 years after enrollment in an institution of higher  
15 education.

16 (20) QUALIFIED INTERMEDIARY.—The term  
17 “qualified intermediary” means an entity that has—

18 (A) a demonstrated record of working on  
19 grant-related high school redesign activities;  
20 and

21 (B) expertise in building and sustaining  
22 partnerships with entities such as employers,  
23 schools, community-based organizations, institu-  
24 tions of higher education, social service organi-  
25 zations, economic development organizations,

1 and workforce systems to broker services, re-  
 2 sources, and supports to youth and the organi-  
 3 zations and systems that are designed to serve  
 4 youth (including connecting employers to class-  
 5 rooms, designing and implementing  
 6 contextualized pathways to postsecondary edu-  
 7 cation and careers, developing curricula, deliv-  
 8 ering professional development, and connecting  
 9 students to internships and other work-based  
 10 learning opportunities).

11 (21) SECRETARY.—The term “Secretary”  
 12 means the Secretary of Education.

13 (22) STRUGGLING STUDENT.—The term  
 14 “struggling student” means a student who is at an  
 15 increased risk for low academic achievement and is  
 16 unlikely to graduate secondary school within 4 years,  
 17 college and career ready, or a student who has  
 18 dropped out of middle school or high school.

19 (23) STUDENT-CENTERED LEARNING AP-  
 20 PROACHES.—The term “student-centered learning  
 21 approaches” means instruction and curriculum  
 22 that—

23 (A) are personalized and competency based  
 24 or mastery oriented;

25 (B) take place anytime and anywhere;

1 (C) enable students to have supports to  
2 take increased responsibility over their edu-  
3 cation and develop self-regulation skills; and

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

8 (24) TRANSFER RATE.—The term “transfer  
9 rate” means the rate at which students transfer  
10 from one high school to another high school, or from  
11 one high school to another education setting, for a  
12 reason other than due to a change in primary resi-  
13 dence, as verified through written documentation by  
14 the local educational agency serving the student at  
15 the time of the transfer.

16 **SEC. 4. PROGRAMS AUTHORIZED.**

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

1 secondary course credit, and which may focus on STEM-  
2 related courses and careers.

3 (b) RESERVATION OF FUNDS.—

4 (1) BUREAU OF INDIAN EDUCATION.—The Sec-  
5 retary shall reserve one-half of 1 percent of the total  
6 amount appropriated to carry out this Act for a fis-  
7 cal year for the Bureau of Indian Education, which  
8 shall be awarded, on a competitive basis, by the Bu-  
9 reau of Indian Education for activities consistent  
10 with the purposes of the program.

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

17 (c) GRANTS AUTHORIZED.—

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

24 (2) GRANT DURATION.—Grants awarded under  
25 this section shall be for a period of 5 years, condi-

1 tional after 3 years on satisfactory progress on the  
2 leading performance indicators described in sub-  
3 section (d)(2)(J)(i), as determined by the Secretary,  
4 and renewable for 3 additional 1-year periods, based  
5 on satisfactory progress on the core indicators de-  
6 scribed in subsection (d)(2)(J)(ii).

7 (3) PLANNING GRANTS.—The Secretary may—

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

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

16 (4) ANNUAL REPORT.—Each eligible entity that  
17 receives a grant under this section shall submit to  
18 the Secretary an annual report including data on the  
19 entity's progress on the performance indicators de-  
20 scribed in subsection (d)(2)(J).

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

1 that the local educational agency has implemented  
2 the following policies:

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

10 (i) The calculation described under  
11 section 1113(a)(5) of the Elementary and  
12 Secondary Education Act of 1965 (20  
13 U.S.C. 6313(a)(5)).

14 (ii) A feeder pattern, if applicable.

15 (B) TITLE I ALLOCATION TO HIGH  
16 SCHOOLS.—Each such local educational agen-  
17 cy—

18 (i) shall allocate funds received under  
19 section 1113(a) of the Elementary and  
20 Secondary Education Act of 1965 (20  
21 U.S.C. 6313(a)), in excess of the highest  
22 allocation received by such local edu-  
23 cational agency for the 5 fiscal years prior  
24 to the date of enactment of this Act, to eli-  
25 gible high schools until such fiscal year as



1 high schools served by the local educational  
2 agency receive proportional funding under  
3 subpart 2 of part A of title I of the Ele-  
4 mentary and Secondary Education Act of  
5 1965 (20 U.S.C. 6331 et seq.); and

6 (ii) after proportional funding is  
7 achieved under subpart 2 of part A of title  
8 I of the Elementary and Secondary Edu-  
9 cation Act of 1965 (20 U.S.C. 6331 et  
10 seq.), shall allocate funds under this Act in  
11 such a way as to at least maintain such  
12 proportional funding to eligible high  
13 schools served by the agency.

14 (C) **EQUITABLE DISCIPLINE POLICIES.**—

15 Each such local educational agency shall imple-  
16 ment policies and strategies to improve school  
17 climate, including effective and equitably ap-  
18 plied discipline policies, which shall be in-  
19 formed, in part, by data reported as part of the  
20 Office of Civil Rights Data Collection.

21 (D) **PROPORTIONAL FUNDING.**—In this  
22 paragraph, the term “proportional funding”  
23 means the percentage of a local educational  
24 agency’s allocation under subpart 2 of part A of  
25 title I of the Elementary and Secondary Edu-

1 cation Act of 1965 (20 U.S.C. 6331 et seq.) is  
2 at least equal to the percentage of low-income  
3 students eligible to attend high schools served  
4 by the local educational agency.

5 (d) APPLICATION.—

6 (1) IN GENERAL.—An eligible entity that de-  
7 sires a grant under this section shall submit an ap-  
8 plication to the Secretary at such time, in such man-  
9 ner, and containing such information as the Sec-  
10 retary may reasonably require.

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

14 (A) How the eligible entity will use funds  
15 awarded under this section to carry out the evi-  
16 denced-based activities described in subsections  
17 (e) and (f) to provide all students with person-  
18 alized learning experiences and engage students  
19 equitably in applied learning and student-cen-  
20 tered learning approaches.

21 (B) The responsibilities to be carried out  
22 by each member of the eligible entity and addi-  
23 tional external partners or qualified inter-  
24 mediaries, including a description of their  
25 record of success in secondary school reform.

1 (C) How the eligible entity will sustain the  
2 activities proposed, including the availability of  
3 funds from non-Federal sources and coordina-  
4 tion with other Federal, State, and local funds.

5 (D) The comprehensive needs analysis and  
6 capacity assessment conducted of the eligible  
7 entity and eligible high schools that will be  
8 served under the grant. The needs analysis and  
9 capacity assessment shall include the following:

10 (i) An examination of each high  
11 school's data in the aggregate, and  
12 disaggregated, and cross-tabulated by each  
13 of the subgroups of students described in  
14 section 1111(h)(1)(C)(i) of the Elementary  
15 and Secondary Education Act of 1965 (20  
16 U.S.C. 6311(h)(1)(C)(i)), on the following:

17 (I) Graduation rates and charac-  
18 teristics of those students who are not  
19 graduating, including such students'  
20 attendance, behavior, expulsion rates,  
21 suspension rates, course performance,  
22 credit accumulation rates, on-track to  
23 graduate rates, transfer rates, and  
24 mobility rates.

1 (II) Rates of dropout recovery  
2 (re-entry) into programs leading to  
3 secondary and postsecondary success.

4 (III) Rates of postsecondary en-  
5 rollment, remediation, and, if avail-  
6 able, persistence and completion.

7 (IV) The percentage of students  
8 who are 2 or more years over-aged or  
9 under-credited for their grade level.

10 (V) The percentage of students  
11 who are 1 or more years over-aged or  
12 under-credited for their grade level.

13 (ii) An examination of each eligible  
14 high school and feeder middle school's data  
15 in the aggregate, and disaggregated by  
16 each of the subgroups of students de-  
17 scribed in section 1111(h)(1)(C)(i) of the  
18 Elementary and Secondary Education Act  
19 of 1965 (20 U.S.C. 6311(h)(1)(C)(i)), as  
20 applicable, on the following:

21 (I) Student academic achieve-  
22 ment, including the percentage of stu-  
23 dents who have on-time credit accu-  
24 mulation at the end of each grade,  
25 and student progression, as applica-

1 ble, and the percent of students fail-  
2 ing a core, credit-bearing, reading or  
3 language arts, science, or mathematics  
4 course, or failing 2 or more of any  
5 courses.

6 (II) Annual, average attendance  
7 rates.

8 (III) Percentage of students who  
9 are chronically absent.

10 (IV) Annual rates of expulsions,  
11 suspensions (including in-school and  
12 out-of-school suspensions), school vio-  
13 lence, harassment, and bullying, as  
14 defined under State or local laws or  
15 policies.

16 (V) Annual, average credit accu-  
17 mulation.

18 (VI) Annual mobility, transfer,  
19 and attrition rates.

20 (VII) Annual, average enrollment  
21 in and completion of advanced  
22 coursework, including participation in  
23 rigorous career and technical and  
24 STEM specialized and advanced  
25 courses and opportunities to earn

1 postsecondary credit while in high  
2 school such as through dual enroll-  
3 ment, early college high school, and  
4 Advanced Placement or International  
5 Baccalaureate courses.

6 (VIII) Curriculum alignment  
7 with college and career ready stand-  
8 ards across all grade levels, including  
9 alignment with requirements to pur-  
10 sue STEM-related courses in postsec-  
11 ondary education.

12 (IX) The percentage of students  
13 participating in career and technical  
14 education coursework that is aligned  
15 to standards for career and technical  
16 education.

17 (X) The nonacademic barriers  
18 that impact student achievement and  
19 the availability of support services to  
20 address such barriers.

21 (XI) The number and percentage  
22 of students who do not transition  
23 from grade 8 to grade 9 and who have  
24 not transferred to and enrolled in a  
25 school outside of the local educational

1 agency within the State or outside of  
2 the State.

3 (iii) An examination and description  
4 of each eligible high school's capacity to  
5 implement the school reform activities  
6 under subsection (e)(3), including—

7 (I) the capacity and experience  
8 levels of administrative, instructional,  
9 and non-instructional staff, including  
10 the extent to which teachers assigned  
11 to a core academic subject are fully  
12 certified in the subject area in which  
13 they are assigned and teacher and  
14 leader ratings based on the State  
15 teacher and leader evaluation and im-  
16 provement system;

17 (II) the budget, including how  
18 Federal, State, and local funds are  
19 being spent and can be more effi-  
20 ciently utilized;

21 (III) opportunities to extend or  
22 restructure the school day, week, or  
23 year;

1 (IV) policies of the local edu-  
2 cational agency related to seat-time  
3 requirements; and

4 (V) the technical assistance, ad-  
5 ditional resources, and staff necessary  
6 to implement the activities identified  
7 in subsection (e).

8 (iv) An assessment of community-  
9 based resources, including—

10 (I) identification of community-  
11 based resources;

12 (II) opportunities to extend  
13 learning opportunities that are avail-  
14 able to students through partnerships  
15 with relevant community-based orga-  
16 nizations and employers, including  
17 those with experience in STEM-re-  
18 lated fields; and

19 (III) a description of roles and  
20 responsibilities of each entity within  
21 the eligible entity.

22 (v) An assessment of the external  
23 partner capacity to provide technical as-  
24 sistance and resources to implement the  
25 activities described in subsection (e).



1           (E) The rationale for the model or strate-  
2           gies chosen, to be implemented under sub-  
3           section (e), including how it will effectively ad-  
4           dress the needs identified through the needs  
5           analysis.

6           (F) A plan to ensure that the eligible enti-  
7           ty will not track students into specific career  
8           themes or job placements and that the opportu-  
9           nities provided to students are of comparable  
10          rigor.

11          (G) A plan to use current regional labor  
12          market information and engage employers and  
13          community-based organizations in the develop-  
14          ment of work-related learning opportunities,  
15          particularly those in STEM-related fields, and  
16          other curriculum revisions under subsection (e).

17          (H) A plan to address the needs of stu-  
18          dents with disabilities, English language learn-  
19          ers, and struggling students in the redesign ac-  
20          tivities under subsection (e).

21          (I) A description of the policies and strate-  
22          gies that will be implemented to improve school  
23          climate, including effective and equitable dis-  
24          cipline policies, which shall be informed, in

1 part, by data reported as part of the Office of  
2 Civil Rights Data Collection.

3 (J) The performance indicators and tar-  
4 gets the eligible entity will use to assess the ef-  
5 fectiveness of the activities implemented under  
6 this section, including—

7 (i) leading indicators, which may in-  
8 clude—

9 (I) annual, average attendance  
10 rates;

11 (II) percentage of students who  
12 are chronically absent;

13 (III) rates, including  
14 disproportionality, of expulsions, sus-  
15 pensions, school violence, harassment,  
16 and bullying (as defined under State  
17 or local laws or policies);

18 (IV) annual student mobility  
19 rates;

20 (V) annual student transfer  
21 rates; and

22 (VI) annual attrition rates;

23 (ii) core indicators, which may in-  
24 clude—

1 (I) graduation rates (as defined  
2 under section 200.19(b)(1)(i) of title  
3 34, Code of Federal Regulations);

4 (II) dropout recovery (re-entry)  
5 rates;

6 (III) percentage of students who  
7 have on-time credit accumulation at  
8 the end of each grade, and whom are  
9 on track to graduate within the stand-  
10 ard number of years, and the percent-  
11 age of students failing a core subject  
12 course;

13 (IV) percentage of students who  
14 successfully transitioned from 8th to  
15 9th grade;

16 (V) student achievement data, in-  
17 cluding the percentage of students  
18 performing at a proficient level on  
19 State student academic assessments  
20 required under section 1111(b)(3) of  
21 the Elementary and Secondary Edu-  
22 cation Act of 1965 (20 U.S.C.  
23 6311(b)(3)); and

24 (VI) percentage of students, in-  
25 cluding subgroups of students de-

1                   scribed in section 1111(h)(1)(C)(i) of  
2                   the Elementary and Secondary Edu-  
3                   cation Act of 1965 (20 U.S.C.  
4                   6311(h)(1)(C)(i)), and traditionally  
5                   under-represented in the STEM-re-  
6                   lated field, participating in STEM-re-  
7                   lated coursework or STEM-related  
8                   work-based learning opportunities;  
9                   and

10                   (iii) indicators of college and career  
11                   readiness such as—

12                   (I) percentage of students suc-  
13                   cessfully completing rigorous postsec-  
14                   ondary education courses while at-  
15                   tending secondary school, such as Ad-  
16                   vanced Placement or International  
17                   Baccalaureate courses;

18                   (II) percentage of students per-  
19                   forming at or above the college-readi-  
20                   ness benchmark on the SATs, or  
21                   ACT;

22                   (III) the number and percentage  
23                   of students enrolling in and who at-  
24                   tain State and local adjusted levels of  
25                   performance, as described in section

1 113(b) of the Carl D. Perkins Career  
2 and Technical Education Act of 2006  
3 (20 U.S.C. 2323(b)), and reported by  
4 the State in a manner consistent with  
5 section 113(c) of such Act;

6 (IV) rates of workplace experi-  
7 ence and other indicators of the acqui-  
8 sition of employability skills, including  
9 the number and percentage of stu-  
10 dents earning an industry-recognized  
11 credential;

12 (V) the number and percentage  
13 of students completing a registered  
14 apprenticeship program, as defined in  
15 section 171 of the Workforce Innova-  
16 tion and Opportunity Act (29 U.S.C.  
17 3226); and

18 (VI) rates of enrollment, remedi-  
19 ation, persistence, and completion of  
20 postsecondary education.

21 (e) REQUIRED USES OF FUNDS.—

22 (1) DISTRICTWIDE REQUIRED USES OF  
23 FUNDS.—An eligible entity that receives a grant  
24 under this section shall use the grant funds to—

1 (A) develop and implement partnerships to  
2 help schools prepare students to apply academic  
3 concepts to real world challenges;

4 (B) implement an early warning indicator  
5 system in eligible high schools, and, where ap-  
6 plicable, feeder middle schools, to identify  
7 struggling students and create a system of evi-  
8 dence-based and linguistically and culturally rel-  
9 evant interventions, by—

10 (i) identifying and analyzing the aca-  
11 demic risk factors that most reliably pre-  
12 dict dropouts by using longitudinal data of  
13 past cohorts of students;

14 (ii) identifying specific indicators of  
15 student progress and performance, such as  
16 attendance, including the percentage of  
17 students who are chronically absent, aca-  
18 demic performance in core courses, and  
19 postsecondary credit-accumulation, to  
20 guide decisionmaking;

21 (iii) identifying or developing a mech-  
22 anism for regularly collecting and ana-  
23 lyzing data about the impact of interven-  
24 tions on the indicators of student progress  
25 and performance;

1 (iv) analyzing academic indicators to  
2 determine whether students are on track to  
3 graduate secondary school in the standard  
4 numbers of years; and

5 (v) identifying and implementing  
6 strategies for pairing academic support  
7 with integrated student services and case-  
8 managed interventions for students requir-  
9 ing intensive supports, which may include  
10 partnerships with other external partners;

11 (C) provide support and credit recovery op-  
12 portunities for struggling students, including  
13 those who are overaged and undercredited, at  
14 secondary schools served by the eligible entity  
15 or other appropriate settings by offering activi-  
16 ties, such as—

17 (i) the development of a personalized  
18 learning plan;

19 (ii) a flexible school schedule;

20 (iii) competency-based learning mod-  
21 els, accelerated learning models, and per-  
22 formance-based assessments;

23 (iv) the provision of support services;

24 (v) dual enrollment opportunities;

1 (vi) preparation for and transitioning  
2 into postsecondary education; and

3 (vii) work-related learning opportuni-  
4 ties;

5 (D) provide dropout recovery or reentry  
6 programs to high schools that are designed to  
7 encourage and support dropouts returning to an  
8 educational system, program, or institution fol-  
9 lowing an extended absence in order to grad-  
10 uate college and career ready;

11 (E) provide evidence-based middle school  
12 to high school transition programs and sup-  
13 ports, including through curricula alignment  
14 and early high school programs that allow stu-  
15 dents to earn high school credit in middle  
16 school; and

17 (F) provide school leaders, instructional  
18 staff, non-instructional staff, students, and  
19 families with high-quality, easily accessible, and  
20 timely information, beginning in grade nine,  
21 about—

22 (i) secondary school graduation re-  
23 quirements;

24 (ii) postsecondary education applica-  
25 tion processes;



1 (iii) postsecondary admissions proc-  
2 esses and requirements, including require-  
3 ments for pursuing postsecondary degrees  
4 in STEM-related subjects;

5 (iv) public financial aid and other  
6 available private scholarship and grant aid  
7 opportunities;

8 (v) regional and national labor market  
9 information, including information about  
10 national and local STEM-related career  
11 opportunities; and

12 (vi) other programs and services for  
13 increasing rates of college access and suc-  
14 cess for students from low-income families  
15 and other traditionally underserved stu-  
16 dents.

17 (2) REQUIRED USE OF FUNDS IN FEEDER MID-  
18 DLE SCHOOLS.—An eligible entity that receives a  
19 grant under this section shall use the grant funds in  
20 feeder middle schools to improve the academic  
21 achievement of their students and prepare them to  
22 graduate on track to college and career readiness  
23 by—

1 (A) using early warning indicator and  
2 intervention systems described in paragraph  
3 (1)(B);

4 (B) creating a personalized learning envi-  
5 ronment;

6 (C) providing students with the pre-  
7 requisite coursework necessary to prepare stu-  
8 dents for participation in rigorous and advanced  
9 coursework at the high school level, including in  
10 STEM-related areas of coursework;

11 (D) implementing organizational practices  
12 and school schedules that allow for collaborative  
13 staff participation, which may include profes-  
14 sional learning communities, team teaching, and  
15 common instructional planning time;

16 (E) implementing high-quality, evidence-  
17 based, and ongoing professional development  
18 for teachers and school leaders, providing in-  
19 creased opportunities for collaboration, and pro-  
20 viding curriculum coaches or instructional lead-  
21 ers to—

22 (i) implement the activities funded  
23 under this Act;

24 (ii) strengthen content knowledge and  
25 instructional strategies;

1 (iii) develop instructional strategies to  
2 support literacy across disciplines; and

3 (iv) develop caring, consistent rela-  
4 tionships between students and staff that  
5 communicate high expectations for student  
6 learning and behavior;

7 (F) providing professional development and  
8 support for specialized instructional support  
9 personnel; and

10 (G) providing school leaders, instructional  
11 staff, noninstructional staff, students, and fami-  
12 lies with high-quality, easily accessible, and  
13 timely information about—

14 (i) secondary school graduation re-  
15 quirements;

16 (ii) postsecondary applications and ad-  
17 missions processes and requirements, in-  
18 cluding requirements for pursuing postsec-  
19 ondary degrees in STEM-related subjects;

20 (iii) public financial aid and other  
21 available private scholarship and grant aid  
22 opportunities;

23 (iv) regional and national labor mar-  
24 ket information, including information

1 about national and local STEM-related ca-  
2 reer opportunities; and

3 (v) other programs and services for  
4 increasing rates of college access and suc-  
5 cess for students from low-income families.

6 (3) REQUIRED USE OF FUNDS IN ELIGIBLE  
7 HIGH SCHOOLS.—An eligible entity that receives a  
8 grant under this section shall use the grant funds in  
9 eligible high schools to implement a comprehensive  
10 approach that will—

11 (A) personalize the school experience—

12 (i) through the continuous and timely  
13 use of student data (such as from forma-  
14 tive, interim, and summative assessments)  
15 to inform and differentiate instruction in  
16 order to meet the academic needs of indi-  
17 vidual students;

18 (ii) by providing a personalized se-  
19 quence of instructional content and skill  
20 development informed by the student’s aca-  
21 demic interests and learning styles that is  
22 designed to enable the student to achieve  
23 the student’s individual goals and ensure  
24 the student can graduate on time and col-

1           lege and career ready, which may include  
2           the use of personalized learning plans; and  
3           (iii) by implementing strategies that  
4           develop caring, consistent relationships be-  
5           tween students and adults that commu-  
6           nicate high expectations for student learn-  
7           ing and behavior;

8           (B) increase student engagement by pro-  
9           viding applied learning opportunities and stu-  
10          dent-centered learning;

11          (C) provide school leaders with autonomy  
12          through a flexible budget and staffing author-  
13          ity;

14          (D) implement ongoing high-quality, job-  
15          embedded, evidence-based professional develop-  
16          ment for teachers and school leaders, provide  
17          increased opportunities for collaboration and  
18          leadership, which may include professional  
19          learning communities, and may include pro-  
20          viding curriculum coaches or instructional lead-  
21          ers to—

22                  (i) implement the activities funded  
23                  under this Act;

24                  (ii) strengthen content knowledge and  
25                  instructional strategies, including those

- 1 strategies needed to provide postsecondary-  
2 level course content in secondary school  
3 and work-related learning opportunities;
- 4 (iii) develop instructional strategies to  
5 support literacy across disciplines; and
- 6 (iv) strengthen relationships among  
7 students and staff;
- 8 (E) increase student access to teachers cer-  
9 tified in the subject area they are assigned to  
10 teach;
- 11 (F) provide professional development and  
12 support for specialized instructional support  
13 personnel;
- 14 (G) improve access to rigorous courses, in-  
15 cluding providing all students with pathways to  
16 earn not less than 12 postsecondary credits  
17 while in high school, which may include—
- 18 (i) redesigning academic content and  
19 instructional practices to align high school  
20 coursework with criteria associated with  
21 admission to postsecondary education and  
22 success in such postsecondary education in  
23 credit-bearing courses and employer expect-  
24 tations;

1           (ii) increasing rigor by providing each  
2 student with the opportunity to earn post-  
3 secondary credit while in high school, par-  
4 ticularly in STEM-related subjects, such as  
5 through dual enrollment or early college  
6 high school; or

7           (iii) implementing competency-based  
8 learning models;

9           (H) provide college and career pathways  
10 through such activities as—

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

21           (ii) providing dual enrollment oppor-  
22 tunities with college credit-bearing courses,  
23 including accelerated certificate programs  
24 with community colleges or other recog-  
25 nized postsecondary credentials and includ-

1           ing dual enrollment opportunities for sec-  
2           ondary school students who are 2 or more  
3           years over-age or under-credited and those  
4           who have dropped out of school; or

5                   (iii) designing curricula and sequences  
6           of courses, including in STEM-related sub-  
7           jects, in collaboration with teachers from  
8           the eligible high school and faculty from  
9           the partner institution of higher education  
10          so that students may simultaneously earn  
11          credits toward a high school diploma and  
12          earn an associate degree or at least 12  
13          transferable postsecondary education cred-  
14          its toward a postsecondary degree at no  
15          cost to students or their families;

16               (I) strengthen the transition between high  
17          school and postsecondary education, which may  
18          begin in middle school, through such activities  
19          as—

20                   (i) providing comprehensive and time-  
21          ly academic and career counseling, which  
22          includes ensuring low student-to-counselor  
23          ratios, that addresses both college and ca-  
24          reer planning needs and allow students to  
25          make informed decisions about academic



1 and career options, including the use of  
2 current labor-market information for stu-  
3 dents, families, and staff;

4 (ii) providing high-quality college and  
5 career exploration opportunities including  
6 college campus visits, work-related learning  
7 opportunities, particularly in in-demand in-  
8 dustry sectors or occupations, as defined in  
9 section 3 of the Workforce Innovation and  
10 Opportunity Act (29 U.S.C. 3102);

11 (iii) coordinating secondary and post-  
12 secondary support services, and academic  
13 calendars to allow students to visit and  
14 take courses at the institutions of higher  
15 education; and

16 (iv) providing academic and support  
17 services, including financial aid counseling  
18 for postsecondary education;

19 (J) make more strategic use of learning  
20 time, which may include restructuring the  
21 school day, extending the school day, week, or  
22 year, or providing related opportunities through  
23 after school programming;

24 (K) utilize technology effectively to achieve  
25 the purposes of this Act; and

1           (L) provide integrated support services to  
2           address the social, emotional, health, and be-  
3           havioral needs of students that influence aca-  
4           demic achievement.

5           (f) ALLOWABLE USES OF FUNDS.—An eligible entity  
6           that receives a grant under this section may use the grant  
7           funds to improve parent and family engagement in the  
8           educational achievement of students and dropouts to en-  
9           sure that they are, or become, on track to college and ca-  
10          reer readiness, which may include—

11           (1) leveraging community-based services and re-  
12           sources to support students, dropouts, and their  
13           families;

14           (2) providing information to assist parents and  
15           families in navigating the public school system and  
16           postsecondary planning;

17           (3) providing or modernizing equipment and  
18           materials needed to implement high-quality, career-  
19           related instruction and science, technology, engineer-  
20           ing, and mathematics instruction to assist in the im-  
21           plementation of activities required under subsection  
22           (e);

23           (4) providing after school or extended learning  
24           opportunities, by extending the school day, week, or  
25           year to increase the total number of school hours to

1 include additional time for instruction in academic  
2 subjects and enrichment activities that contribute to  
3 a well-rounded education and includes credit-bearing  
4 opportunities;

5 (5) increasing student supports through activi-  
6 ties such as student advisories, school counseling op-  
7 portunities, and one-to-one mentoring; and

8 (6) creating smaller learning communities.

9 (g) SUPPLEMENT NOT SUPPLANT.—An eligible enti-  
10 ty shall use Federal funds received under this section only  
11 to supplement the funds that would, in the absence of such  
12 Federal funds, be made available from other Federal and  
13 non-Federal sources for the activities described in this sec-  
14 tion, and not to supplant such funds.

15 (h) SUSTAINABILITY.—An eligible entity shall dem-  
16 onstrate—

17 (1) how the use of existing Federal, State, and  
18 local resources, such as funds made available under  
19 the Carl D. Perkins Career and Technical Education  
20 Act of 2006 (20 U.S.C. 2301 et seq.) and the Work-  
21 force Innovation and Opportunity Act (29 U.S.C.  
22 3101 et seq.) may be coordinated with such grant;  
23 and

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

4           (i) DATA COLLECTION AND EVALUATION.—

5           (1) COLLECTION OF DATA.—Each eligible enti-  
6 ty receiving a grant under this Act shall collect and  
7 report annually to the Secretary such information on  
8 the results of the activities assisted under the grant  
9 as the Secretary may reasonably require, includ-  
10 ing—

11           (A) the number and percentage of stu-  
12 dents, in the aggregate and disaggregated by  
13 each subgroup of students, as described in sec-  
14 tion 1111(h)(1)(C)(i) of Elementary and Sec-  
15 ondary Education Act of 1965 (20 U.S.C.  
16 6311(h)(1)(C)(i)), who are served by the eligi-  
17 ble entity under this Act and who—

18           (i) graduate from high school with a  
19 regular high school diploma within 4 years;

20           (ii) graduate from high school with a  
21 regular high school diploma within 5 years;

22           (iii) graduate from high school with a  
23 regular high school diploma within 6 years;

- 1 (iv) are on-track to graduate from  
2 high school college and career ready within  
3 the standard number of years;
- 4 (v) earn credit toward a postsecondary  
5 credential, including the number of credits;
- 6 (vi) earn a recognized postsecondary  
7 credential, as defined in section 3 of the  
8 Workforce Innovation and Opportunity Act  
9 (29 U.S.C. 3102);
- 10 (vii) enroll in postsecondary edu-  
11 cation;
- 12 (viii) need remediation at the postsec-  
13 ondary level;
- 14 (ix) complete at least the equivalent of  
15 1 academic year of postsecondary credit  
16 applicable to a postsecondary degree not  
17 later than 2 years after enrollment in an  
18 institution of higher education; and
- 19 (x) complete postsecondary education;
- 20 (B) information consistent with the addi-  
21 tional indicators of success proposed by the eli-  
22 gible entity in the grant application; and
- 23 (C) other information the Secretary may  
24 require as necessary for the evaluation de-  
25 scribed in paragraph (3).

1           (2) REPORTING OF DATA.—Each eligible entity  
2 receiving a grant under this Act shall disaggregate  
3 the information required under paragraph (1) in the  
4 same manner as information is disaggregated under  
5 section 1111(h)(1)(C)(i) of the Elementary and Sec-  
6 ondary Education Act of 1965 (20 U.S.C.  
7 6311(h)(1)(C)(i)).

8           (3) EVALUATION.—

9           (A) IN GENERAL.—Each eligible entity re-  
10 ceiving a grant under this Act shall, imme-  
11 diately after the receipt of grant funds, enter  
12 into a contract with an outside evaluator to en-  
13 able the evaluator to conduct—

14                   (i) an evaluation of the effects of the  
15 grant after the third year of implementa-  
16 tion of the grant, including the perform-  
17 ance indicators described in paragraph (1);  
18 and

19                   (ii) an evaluation of the effects on the  
20 grant after the final year of the grant pe-  
21 riod, including the performance indicators  
22 described in paragraph (1).

23           (B) DISTRIBUTION.—Upon completion of  
24 an evaluation described in subparagraph (A),

1           the eligible entity shall submit a copy of the  
2           evaluation to the Secretary in a timely manner.

3 **SEC. 5. AUTHORIZATION OF APPROPRIATIONS.**

4           There is authorized to be appropriated to carry out  
5 this Act \$300,000,000 for fiscal year 2016 and for each  
6 of the succeeding 5 fiscal years.

○