



**PUBLIC
EDUCATION
NETWORK**

**SUMMARY OF SELECTED EDUCATION AND
CHILD RELATED BILLS IN THE 112TH CONGRESS**

**PEN Bills of Interest:
Bills Passed and Initiatives to Watch in 2011**

PEN Bills of Interest:

Bills Passed in 2009-2010 and Bill Introduced in 112th Congress, First Session

While thousands of bills will be introduced in 112th Congress, very few of those will be related to education. PEN has developed a selected, but by no means thorough, list of bills to watch. These bills could be folded into a newly reauthorized ESEA, or they could pass on their own as a self-contained bill. In some cases, language has been inserted in appropriations bills without bill numbers, and in some cases, bills that we will be watching have not yet been introduced. Here is a sampling of these measures that PEN will be watching closely during the 112th Congress, along with a list of those major bills passed in the 111th Congress. Bills for which PEN has a position on, we have identified with these symbols:

Π=Measure that PEN Supports

Ω=Measures that PEN Opposes

BILLS INTRODUCED, BUT NOT PASSED INTO LAW

A bill to amend the school dropout prevention program in the ESEA of 1965 (S 1495)

Introduced by Sen. Lisa Murkowski (R-AK) and referred to the Senate HELP Committee on August 2, 2011.

Text and summary unavailable as of 8/5/11.

Schools Utilizing Comprehensive & Community Engagement for Success Act (S 1462)

Introduced by Sen. Barbara Mikulski and referred to the Senate HELP Committee on August 1, 2011. S 1462 seeks to amend ESEA to encourage and support parent, family, and community involvement in schools, to provide needed integrated services and comprehensive supports to children for the ultimate goal of assisting students to stay in school, become successful learners, improve their academic achievement, and for other purposes.

For full text of S 1462, click <http://hdl.loc.gov/loc.uscongress/legislation.112s1462>

People's Act of 2011 (HR 2727)

Introduced by Rep. Frederica Wilson (D-FL) and referred to the House Budget Committee on August 1, 2011. HR 2727 seeks to amend the Budget Control Act of 2011 so that the Joint Select Committee on Deficit Reduction can not include in its recommendations any provision that cuts Social Security, Medicare, Medicaid, and education.

For full text of HR 2727, click <http://hdl.loc.gov/loc.uscongress/legislation.112hr2727>

Education Protection Act of 2011 (HR 2726)

Introduced by Rep. Frederica Wilson (D-FL) and referred to the House Budget Committee on August 1, 2011. HR 2726 seeks to amend the Budget Control Act of 2011 so that the Joint Select Committee on Deficit Reduction can not include in its recommendations any provision that reduces eligibility, payments, or benefits, or otherwise reduces outlays or budget authority under the Head Start Act, ESEA, IDEA, HEA, and the Rehabilitation Act of 1973.

For full text of HR 2726, click <http://hdl.loc.gov/loc.uscongress/legislation.112hr2726>

Measuring & Evaluating Trends for Reliability, Integrity, & Continued Success (METRICS) Act of 2011 (S 1464)

Introduced by Sen. Richard Blumenthal (D-CT) and referred to the Senate HELP Committee on August 1, 2011. S 1464 seeks to enable states to implement integrated statewide education longitudinal data systems. The METRICS Act authorizes the Secretary of Education to award competitive, supplemental grants to states to improve access to, sharing of, and use of education data to improve student outcomes. The act also allows the Secretary to award competitive to local entities for the same purposes. Under the act, the Secretary may provide technical and policy assistance to grantees and non-grantees; identify or promote activities that improve data coordination, quality, and use at the national, State, and local levels; implement innovative strategies to advance the use of data; conduct research on emerging trends and challenges relating to the collection and use of education data; Award prizes consistent with the Stevenson-Wydler Technology Innovation Act of 1980; and Provide funding to support the innovative use of data for pilot programs. The act calls for the Secretary to be transparent in all activities and authorizes \$100 million for the programs.

For full text of S 1464, click <http://hdl.loc.gov/loc.uscongress/legislation.112s1464>

Pregnant and Parenting Students Access to Education Act of 2011 (HR 2617)

Introduced by Rep. Jared Polis (D-CO) on July 21, 2011 and referred to the House Committee on Education and the Workforce. The bill authorizes the Secretary of Education to make formula grants to states and competitive subgrants to LEAs to establish or enhance educational programs and related services that enable pregnant and parenting students to enroll in, attend, and succeed in school. It requires state grantees to: (1) designate a Coordinator for Education of Pregnant and Parenting Students and (2) develop and implement high-quality professional development programs for LEAs and school personnel; and requires subgrantees to: (1) provide academic support services to pregnant and parenting students; (2) assist in accessing quality, affordable child care, and pre-K education services; (3) provide transportation services or assistance; (4) educate students, parents, and community members regarding the educational rights of such students; (5) train school personnel on the challenges facing such students and their educational rights; (6) revise school policies and practices that hinder or discourage such students from continuing their education; (7) provide student parents with training and support in parenting, healthy relationship, and other life skills; and (8) provide educational and career mentoring services and peer groups to such students. The Secretary will have to conduct national activities that include: (1) providing technical assistance to states, (2) evaluating subgrantees' programs and models, and (3) gathering and disseminating information.

For full text of HR 2617, click <http://hdl.loc.gov/loc.uscongress/legislation.112hr2617>

Children's Budget Act (S 1396) II

Introduced by Sen. Robert Menendez (D-NJ) on July 21, 2011 and referred to the Senate Budget Committee. The bill amends Title 31 of the United States Code to require that Federal children's programs be separately displayed and analyzed in the President's budget.

For full text of S 1396, click <http://hdl.loc.gov/loc.uscongress/legislation.112s1396>

STEM Master Teacher Corps Act (HR 2598)

Introduced by Rep. Timothy Bishop (D-NY) on July 20, 2011 and referred to the House Committee on Education and the Workforce. HR 2598 establishes a Science, Technology, Engineering, and Math (STEM) Master Teacher Corps program.

For full text of HR 2598, click <http://hdl.loc.gov/loc.uscongress/legislation.112hr2598>

WE CARE Act (HR 2565) II

Introduced by Rep. David Loebsack on July 15, 2011 and referred to the House Committee on Education and the Workforce. The Working to Encourage Community Action and Responsibility in Education (WE CARE) Act amends Title I of ESEA to require states and LEAs to assess the nonacademic factors affecting student academic performance and work with other public, private, non-profit, and community-based entities to address those factors. It requires the annual report cards issued by states and LEAs to include additional performance data, such as information on their efforts to increase community and parental involvement in students' education; establishes a new program requiring the Secretary to award matching grants to LEAs for the development and implementation of community involvement policies that address students' academic and nonacademic needs and thereby support their attainment of state academic performance standards.

For full text of HR 2562, click <http://hdl.loc.gov/loc.uscongress/legislation.112hr2565>

After School for America's Children Act (S 1370)

Introduced by Sen. Barbara Boxer (D-CA) on July 14, 2011 and referred to the Senate HELP Committee. The bill amends ESEA to reauthorize 21st century community learning centers, modernizing the program to improve states' ability to effectively support quality afterschool programs; run more effective grant competitions and improve struggling programs; enhance communication between local schools and programs to ensure afterschool activities complement the academic curriculum; and encourage parental engagement in student learning and improving the tracking of student progress.

For full text of S 1370, click <http://hdl.loc.gov/loc.uscongress/legislation.112s1370>

No Child Left Inside Act of 2011 (S 1372 and HR 2547)

Introduced by Sen. John Reed (D-RI) on July 14, 2011 and referred to the Senate HELP Committee. A companion bill was introduced in the House by Rep. John Sarbanes (D-MD) and referred to the House Committee on Education and Workforce on July 14, 2011. The bill amends ESEA to require states, as a prerequisite to receiving implementation grants, to develop environmental literacy plans, approved by the Secretary of Education, for pre-kindergarten through grade 12 that include environmental education standards and teacher training. It directs the Secretary to award Environmental Education Professional Development Grants to states and, through them, competitive subgrants to partnerships that include LEAs, institutions of higher education (IHE), other educational entities, or federal, state, regional, or local natural resource or environmental agencies, for activities involving teacher training and the development of environmental education

curricula that advance the teaching of interdisciplinary courses; authorizes the Secretary to award competitive matching grants to same partnerships listed above for activities to improve and support environmental education, including advancing content and achievement standards, and developing or disseminating innovations or model programs.

For full text of S 1372, click <http://hdl.loc.gov/loc.uscongress/legislation.112s1372>

For full text of HR 2547, click <http://hdl.loc.gov/loc.uscongress/legislation.112hr2547>

21st Century Readiness Act (HR 2536)

Introduced by Rep. Thomas Petri (R-WI) on July 14, 2011 and referred to the House Committee on Education and the Workforce. HR 2536 amends ESEA to support 21st century readiness initiatives that fuse core academic subject knowledge and higher-order thinking skills (such as critical thinking and problem solving, communication, collaboration, creativity, and innovation) to ensure that students are prepared for postsecondary education and careers. It amends Title I to require the Secretary of Education to examine the extent to which such initiatives improve student readiness for postsecondary education and career; amends Title II to require high-quality professional development programs to incorporate an aligned system of teaching and learning that includes 21st century skills, standards, curriculum, instruction, and assessments; amends Title IV to include 21st century readiness initiatives in 21st Century Community Learning Center activities; amends Title VI to allow assessment grants to be used by states to develop or improve assessments that use technology to measure core academic subject knowledge and higher-order thinking skills to ensure that students can apply a range of skill competencies alongside core academic subject knowledge, and do so in real-world contexts.

For the full text of HR 2536, click <http://hdl.loc.gov/loc.uscongress/legislation.112hr2536>

All Children Are Equal (ACE) Act (HR 2485)

Introduced by Rep. Glenn Thompson (R-PA) and referred to the House Committee on Education and the Workforce on July 11, 2011. The ACE Act amends the weighted child count used to determine targeted grant amounts and education finance incentive grant amounts for local educational agencies under Title I of ESEA for certain fiscal years. Specifically, percentages allocated under Section 1125 on targeted grants for LEAs and Section 1125A on the Education Finance Incentive Grant Program are changed to help correct an “unintended inequity” that has developed as a result of the current formulas. The bill reduces the power of the number weighting system relative to the percentage weighting system so that LEAs with high percentages of poverty but low numbers of students are not disadvantaged under the formulas used to determine grants.

For full text of HR 2485, click <http://hdl.loc.gov/loc.uscongress/legislation.112hr2485>

Academic, Social, and Emotional Learning Act of 2011 (HR 2437)

Introduced by Rep. Judy Biggert (R-IL) and referred to the House Committee on Education and the Workforce on July 7, 2011. The bill amends the Teacher and Principal Training and Recruiting Fund under Part A of Title II in ESEA to provide teachers and principals with effective training in areas related to the social and emotional development needs of students in order to improve student achievement, attainment, and behavior. The bill also allows funded training to include training in classroom instruction and schoolwide initiatives that enable students to acquire the knowledge, attitudes, and skills most conducive to social and emotional competency.

For full text of HR 2437, click <http://hdl.loc.gov/loc.uscongress/legislation.112hr2437>

To amend the percentage of funds appropriated under title I of the Elementary and Secondary

Education Act of 1965 required to be reserved for outlying areas and the Secretary of the Interior (HR 2430)

Introduced by Del. Gregorio Sablan (D-MP) and referred to the House Committee on Education and the Workforce on July 6, 2011. The bill makes changes to Sec. 1121 of Subpart 2 of Title I under ESEA by changing the percentage of funds reserved, currently 1%, and specifically allocating a certain percentage, 0.5% and 0.75%, to “the outlying areas” and the Secretary of the Interior, respectively.

For full text of HR 2430, click <http://hdl.loc.gov/loc.uscongress/legislation.112hr2430>

Strengthening Kids’ Interest in Learning and Libraries (SKILLS) Act (S 1328)

Introduced by Sen. Jon Reed (D-RI) and referred to the Senate HELP Committee on July 6, 2011. The bill reauthorizes and strengthens the School Library Program of ESEA by ensuring equitable funds for all students; promoting coordination among school librarians and classroom teachers, as well as across subjects; expanding professional development; requires appropriate books and materials for all students, including those with special learning needs and ELLs; providing 3-year competitive grants. It also amends Title I to ensure effective school libraries with programs to help students develop digital literacy skills, master the knowledge and skills in the challenging academic content standards adopted by the state, and graduate from high school ready for college and careers. Lastly, the bill amends Title II to include school librarians.

For full text of S 1328, click <http://hdl.loc.gov/loc.uscongress/legislation.112s1328>

State and Local Funding Flexibility Act (HR 2445) Ω

Introduced by Rep. John Kline (R-MN) and referred to the House Committee on Education and the Workforce on July 7, 2011. On July 13, 2011, HR 2445 was marked up and ordered favorably reported to the House floor by a vote of 23 to 17; no proposed amendments were agreed upon. The bill provides all states and school districts with maximum flexibility in how they spend federal dollars on education programs; it is modeled after the Rural Education Achievement Program, authorized under Title VI of ESEA. The bill maintains monitoring, reporting, and accountability requirements for states and school districts; ensures continued focus on improving the academic achievement of disadvantaged students, migrant students, at-risk students, and ELLs; includes an annual notification requirement from the districts to the states and the states to the Secretary of Education; and guarantees timely allocation of funds. The bill’s intent is to restore state and local control of education and reduce the federal role in public education.

For full text of HR 2445, click <http://hdl.loc.gov/loc.uscongress/legislation.112hr2445>

Improving Student Achievement and Engagement through Expanded Learning Time Act of 2011 9S 1311) Π

Introduced by Sen. Bernard Sanders (I-VT) and referred to the Senate HELP Committee on June 30, 2011. The bill will assist LEAs, non-profit organizations, and partnerships between LEAs and non-profit organizations or local governmental entities, in developing and implementing 21st-century community learning centers that ensures:

- (1) additional time for students to engage in activities that improve their academic achievement and engagement;
- (2) additional time for students to participate in enrichment activities and to take advantage of opportunities to experience a fuller, richer education; and
- (3) local educational agencies, non-profit organizations, and local governmental entities work in partnership to improve educational outcomes for students.

The bill provides grants for state educational agencies and subgrants for eligible local entities to aid in the development and implementation of expanded learning time programs as part of a community learning center.

For full text of S 1311, click <http://hdl.loc.gov/loc.uscongress/legislation.112s1311>

Secondary School Reform Act (S 1306) Π

Introduced by Sen. Kay Hagan (D-NC) and referred to the Senate HELP Committee on June 30, 2011. The bill looks to reduce dropout rates and promote effective reforms at low-performing middle and high schools. It would create a grant program where high-need school districts partner with external organizations, such as non-profits and institutions of higher learning, to compete for funds to implement effective secondary school reforms, including district-wide reforms to identify and address the needs of students at risk of dropping out or students who have already dropped out; school-wide reforms, such as personalizing the school experience, providing high-quality professional development for teachers and leadership, and developing individual graduate plans for students; and implementation of evidence-based reform models in targeted schools.

For full text of S 1306, click <http://hdl.loc.gov/loc.uscongress/legislation.112s1306>

Growing Excellent Achievement Training Academies (GREAT) Teachers and Principals Act (S 1250)

Introduced by Sen. Michael Bennet (D-CO) and referred to the Senate HELP Committee on June 22, 2011. The bill would create new and effective preparation routes for teachers and principals. The bill supports the creation and growth of teacher and principal training academies. Such academies would receive federal resources and be defined by certain characteristics, including rigorous selection in admissions; emphasis on clinical instruction; and graduation tied to improving student academic achievement.

For full text of S 1250, click <http://hdl.loc.gov/loc.uscongress/legislation.112s1250>

Teachers Professional Development Institutes Act (S 1240 and HR 2255)

Introduced by Sen. Joseph Lieberman (I-CT) and referred to the Senate HELP Committee on June 21, 2011. A companion bill was introduced by Rep. Rosa DeLauro (D-CT) and referred to the House Committee on Education and the Workforce on June 21, 2011. The bill would provide federal assistance to support the establishment and operation of Teachers Institutes for local educational agencies that serve significant low-income student populations in states throughout the nation, in order to improve student learning; and enhance the quality and effectiveness of teaching and strengthen the subject matter mastery and the pedagogical skills of current teachers through continuing teacher preparation.

For full text of S 1240, click <http://hdl.loc.gov/loc.uscongress/legislation.112s1240>

For full text of HR 2255, click <http://hdl.loc.gov/loc.uscongress/legislation.112hr2255>

Great Teaching for Great Schools Act of 2011 (HR 2211)

Introduced by Rep. Jared Polis (D-CO) and referred to the House Committee on Education and the Workforce on June 16, 2011. HR 2211 amends Title II of ESEA to create a new part E (Building School and System Capacity for Effective Teaching); directs the Secretary of Education to allot funds to states for subgrants to LEAs to implement a comprehensive professional learning system in their schools; requires states to give subgrant priority to LEAs that demonstrate the greatest need for such funds; allows LEA subgrantees to use school improvement funds received under Title I of ESEA for professional learning activities under this Act, which are to be integrated and aligned with their state's school improvement efforts under title I; and requires LEA subgrantees to conduct formal evaluations of their professional learning systems.

For the full text of this bill, click <http://hdl.loc.gov/loc.uscongress/legislation.112hr2211>

Empowering Parents through Quality Charter Schools Act (HR 2218)

Introduced by Rep. Duncan Hunter (R-CA) and referred to the House Committee on Education and the Workforce on June 16, 2011 and marked up and ordered favorably reported to the House by a vote of 34-5 on June 22, 2011. This bill is meant to streamline and modernize the Charter School Program, established under ESEA, to support the creation, replication, and expansion of high-quality charters; restructure funding and administration at the federal and state levels; and encourage choice, innovation, and excellence in education. HR 2218 consolidates funding stream, enabling states to award subgrants to support the development of charters; awards priority in accessing funds to states that repeal caps on number of charters or number of students at charters; consolidates the Credit Enhancement Grant and Facilities Incentive Grant programs; and continues to allow the Secretary of Education to award funds directly to charter schools.

For the full text of this bill, click <http://hdl.loc.gov/loc.uscongress/legislation.112hr2218>

Setting New Priorities in Education Act (HR 1891)

Introduced by Rep. Duncan Hunter (R-CA) and referred to the House Committee on Education and the Workforce on May 13, 2011 and marked up and ordered favorably reported to the House by a vote of 23-16 on May 25, 2011. This bill would repeal ineffective or unnecessary education programs in order to restore the focus of Federal programs on quality elementary and secondary education programs for disadvantaged students. It eliminates more than 40 federal K-12 education programs, except for the PIRCs.

For the full text of this bill, click <http://hdl.loc.gov/loc.uscongress/legislation.112hr1891>

For the amendments to this bill, click

<http://edworkforce.house.gov/Calendar/EventSingle.aspx?EventID=242453>.

A bill to amend the Elementary and Secondary Education Act of 1965 in order to support secondary school reentry programs (S 1019)

Introduced by Sen. Bernard Sanders (I-VT) and referred to the Senate HELP Committee on May 18, 2011. This bill would amend ESEA to increase the role of SEAs and LEAs in implementing secondary school reentry programs and reaching out to and re-engaging disconnected youth. Specifically, Title I, Part H (School Dropout Prevention) and Part D (Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or at Risk) would be amended to encourage state educational agencies and local educational agencies to do the following:

- (1) Develop and implement a plan for identifying and re-engaging disconnected youth in a secondary education program that leads to the attainment of a secondary school diploma
- (2) Establish partnerships with many community and government-based education providers to provide a broad range of educational options and services, including services for individuals who are beyond the state's established age of compulsory school attendance
- (3) Establish a variety of secondary education programs that provide access to a well-developed education component aligned to state standards, college- and career-ready services that provide a pathway to higher education and employment, and student support services.

For the full text of this bill, click <http://hdl.loc.gov/loc.uscongress/legislation.112s1019>

A bill to support Promise Neighborhoods (S 1004 and HR 2098) II

Introduced by Sen. Tom Harkin (D-IA) and referred to the Senate HELP Committee on May 16, 2011. A companion bill was introduced in the House by Rep. Donald Payne (D-NJ) and referred to House Committee on Education and the Workforce on June 2, 2011. This bill would establish five-year grants that are led by schools in partnership with community-based organizations. Partners would be required to collaborate to develop and implement a high-quality, evidence-based pipeline of services. This pipeline, at a minimum, must support child and youth development beginning at birth, enhance academic achievement, and improve college- and 21st century-career readiness. The grantees would be required to use the funds to provide such services as (1) pre-natal education and support for expecting parents; (2) high-quality early care and education opportunities, including full-day, full-year kindergarten and pre-kindergarten; (3) high-quality schools that successfully leverage out-of-school time and community engagement; (4) support for the transition to elementary school, between elementary school and middle school, and from middle school to high school; (5) meaningful family engagement and capacity building; (6) college- and career-readiness activities, including college counseling, subsidized employment opportunities and early college programs; and (8) neighborhood-based support for college-age students from the neighborhood.

For the full text of S 1004, click <http://hdl.loc.gov/loc.uscongress/legislation.112s1004>

For the full text of HR 2098, click <http://hdl.loc.gov/loc.uscongress/legislation.112hr2098>

Development, Relief, and Education for Alien Minors Act or DREAM Act (S 952 and HR 1842) II

Introduced by Sen. Dick Durbin (D-IL) on May 11, 2011 and by Rep. Pat Murray (D-WA) on May 11, 2011. This bill would amend the Illegal Immigration Reform and Immigrant Responsibility Act of 1996 to repeal the denial of an unlawful alien's eligibility for higher education benefits based on State residence unless a U.S. national is similarly eligible without regard to such State residence. It would cancel the removal of, and adjust to conditional permanent resident status, an alien who: (1) entered the United States prior to his or her sixteenth birthday, and has been present in the United States for at least five years immediately preceding enactment of this bill; (2) is a person of good moral character; (3) is not inadmissible or deportable under specified criminal, security, smuggling, or illegal entrant or immigration violator grounds, with certain age-related exceptions; (4) at the time of application, has been admitted to an institution of higher education, or has earned a U.S. high school or equivalent diploma; and (5) from the age of 16 and older, has never been under a final order of exclusion, deportation, or removal. Conditions would be established for a six-year conditional permanent resident status, including: (1) termination of status; and (2) removal of status to permanent status. If, upon a date of enactment of this bill, an alien has satisfied specified requirements under this bill the Secretary of Homeland Security may adjust such alien's status to conditional permanent resident; and (2) an alien may petition for permanent resident status at the end of the conditional residence period if such alien has complied with specified requirements during the entire period of conditional residence. The bill also states that an alien who adjusts to lawful permanent resident status shall be eligible only for the following assistance under title IV of the Higher Education Act of 1965: (1) specified student loans; (2) Federal work-study programs; and (3) other services under such title.

For the full text of S 952, click <http://hdl.loc.gov/loc.uscongress/legislation.112s952>

For the full text of HR 1842, click <http://hdl.loc.gov/loc.uscongress/legislation.112hr1842>

Office of Rural Education Policy Act (S 946) II

Introduced by Sen. Max Baucus (D-MT) and referred to the Senate HELP Committee on May 11, 2011. This bill would establish an Office of Rural Education Policy in the Department of Education's Office of Elementary and Secondary Education. This Office would be headed by a Director who advises the Secretary of Education on the characteristics and needs of rural schools, and the effects current policies and proposed statutory, regulatory,

administrative, and budgetary changes have on states and LEAs that serve such schools. The Director would be required to: (1) establish and maintain a clearinghouse for collecting and disseminating certain information on rural education; (2) identify innovative research and demonstration projects on topics of importance to rural schools; (3) coordinate rural education activities within the Department; (4) inform the Department of other federal agency activities related to rural education; (5) coordinate its activities with Indian schools and the Department of the Interior's responsibilities regarding such schools; (6) provide technical assistance and other support for rural education improvement efforts; and (7) produce an annual report, for Congress and the public, on the condition of rural education. Lastly, the bill would require the Director to prepare regulatory impact analyses of the Secretary's proposed and final rules that may have a significant impact on states or LEAs that serve rural schools.

For the full text of this bill, click <http://hdl.loc.gov/loc.uscongress/legislation.112s946>

Family Engagement in Education Act of 2011 (S 941 and HR 1821)

Introduced by Sen. John Reed (D-RI) and referred to the Senate HELP Committee on May 10, 2011, and introduced by Rep. Todd Russell Platts (R-PA) and referred to the House Committee on Education and the Workforce on May 10, 2011. This bill would amend Title I of ESEA to authorize states to reserve school improvement funds to: (1) award grants to non-profit organizations that partner with LEAs or schools to establish and operate Local Family Engagement Centers that assist families in becoming engaged in their children's education, (2) establish a State Family Engagement Coordinating Council to coordinate and integrate family engagement activities across the education spectrum, and (3) develop and implement a statewide family engagement in education plan. Each state school improvement plan would be required to include a plan for strengthening family engagement in education. Each LEA and school receiving school improvement funds would also be required to develop policies and practices for family engagement in education that meet specified principles and standards. The percentage of school improvement funds that LEAs must reserve for family engagement activities would additionally be increased.

States and correctional facilities would be required to work with family members and aftercare providers in developing educational services and transition plans for youth following their stay in state and local institutions for neglected or delinquent youth.

States would be required to use part of their grant under Part A of Title II of ESEA to train teachers and principals to effectively engage families in their children's education.

The bill would replace a FIE program under Title V of the ESEA that provided for the establishment of PIRCs with a new program that awards matching grants to statewide non-profit organizations to establish Statewide Family Engagement Centers that provide comprehensive training, technical assistance, and capacity building to states, LEAs, and organizations that support family-school partnerships to assist them in developing and implementing family engagement programs.

Lastly, the Secretary of the Interior would be required to establish Local Family Engagement Centers and a national Indian Family Engagement Coordinating Council for Indian schools.

For the full text of S 941, click <http://hdl.loc.gov/loc.uscongress/legislation.112s941>

For the full text of HR 1821, click <http://hdl.loc.gov/loc.uscongress/legislation.112hr1821>

Literacy Education for All, Results for the Nation Act or LEARN Act (S 929) II

Introduced by Senator Patty Murray (D-WA) and referred to the Senate HELP Committee on May 10, 2011. This legislation would fund comprehensive literacy programs in states. The bill would provide \$2.35 billion in grants to fund state and local school-based literacy programs that span from early childhood to grade twelve, and that would focus on comprehensive state and locally-led literacy programs to ensure that children from early childhood through twelfth grade have the reading and writing skills necessary for success in school and beyond. In addition, the grant funding would be used to provide professional development that would prepare teachers to improve literacy instruction specific to grade level; analyze data to improve student learning; fund assessments of student progress; and effectively implement literacy intervention strategies.

For the full text of this bill, click <http://hdl.loc.gov/loc.uscongress/legislation.112s929>

Successful, Safe, and Healthy Students Act of 2011 (S 919) II

Introduced by Sen. Tom Harkin (D-IA) and referred to the Senate HELP Committee on May 9, 2011. This bill would award grants to states to: (1) develop, improve, and implement state reporting and information systems that measure conditions for learning, based on surveys of school students and staff; and (2) award competitive subgrants to LEAs or non-profit organizations that use such measurement systems to make comprehensive improvements to school-level conditions for learning. It would identify conditions conducive to learning as those that: (1) promote physical activity, education, fitness, and nutrition; (2) promote mental health; (3) prevent violence, harassment, and substance abuse among students; and (4) promote safe and supportive schools and communities. The bill would also condition a state's grant eligibility on its: (1) having a statewide physical education requirement that is consistent with widely recognized standards; and (2) requiring its LEAs to establish policies that prevent and prohibit harassment in schools, notify students and parents of prohibited conduct each year, and provide students and parents with grievance procedures that target such conduct.

For the full text of this bill, click <http://hdl.loc.gov/loc.uscongress/legislation.112s919>

Aid Gifted and High-Ability Learners by Empowering the Nation's Teachers Act (S 857 and HR 1674)

Introduced by Sen. Chuck Grassley (R-IA) and referred to the Senate HELP Committee on April 14, 2011, and introduced by Rep. Elton Gallegly (R-CA) and referred to the House Committee on Education and the Workforce on May 2, 2011. Known as the TALENT Act, this bill would amend ESEA to aid gifted and talented learners, including high-ability learners not formally identified as gifted. Professional development programs would be established to better help teachers of gifted students and to help disseminate knowledge of gifted student instruction. Amongst other provisions, this bill would also repeal the Javits Program.

For the full text of S 857, click <http://hdl.loc.gov/loc.uscongress/legislation.112s857>

For the full text of HR 1674, click <http://hdl.loc.gov/loc.uscongress/legislation.112hr1674>

Time for Innovation Matters in Education Act of 2011 (S 851 and HR 1636) II

Introduced by Sen. Tom Harkin (D-IA) and referred to the Senate HELP Committee on April 14, 2011, and introduced by Rep. Donald Payne (D-NJ) and referred to the House Committee on Education and the Workforce on April 15, 2011. This bill would award competitive matching grants to states to enable them to award competitive subgrants to LEAs or partnerships between LEAs and other public or non-profit entities to plan and implement expanded learning time initiatives at high-need schools that they serve. These initiatives would be required to: 1) increase the total number of school hours each year at participant schools by at least 300 hours; 2) expand learning time for almost all students in all grade levels in such schools. Priority would be given to entities that collaborate and coordinate with other federal, state, local, and private funding entities to

implement high-quality expanded learning time initiatives in high-need schools. The Secretary would also be permitted to award planning and implementation grants directly to a partnership that serves more than one area in more than one state and provide technical assistance in developing and implementing expanded learning time initiatives. Lastly, the Secretary would be required to contract with an experienced independent organization to evaluate this Act's program.

For the full text of S 851, click <http://hdl.loc.gov/loc.uscongress/legislation.112s851>

For the full text of HR 1636, click <http://hdl.loc.gov/loc.uscongress/legislation.112hr1636>

All-STAR Act of 2011 (S 809 and HR 1525)

Introduced by Sen. Richard Durbin (D-IL) and referred to the Senate HELP Committee on April 13, 2011, and introduced by Rep. Jared Polis (D-CO) and referred to the House Committee on Education and the Workforce on April 13, 2011. This bill would amend ESEA to award competitive grants to certain eligible entities and, through them, subgrants to successful public charter schools to allow such schools to expand or replicate to serve additional students.

It would list, as eligible grantees, state and local educational agencies, authorized public chartering agencies, and tax-exempt organizations that have successfully supported the replication and expansion of such schools. Priority would be given to those entities that serve or plan to serve a large percentage of low-income students from public schools with low-graduation rates or schools identified as needing improvement, corrective action, or restructuring under the ESEA.

It would authorize grantees to use up to 25% of a grant to establish a reserve account to assist them in acquiring and developing new facilities for successful public charter schools through: (1) credit enhancement initiatives, (2) the establishment of revolving loan funds, (3) direct spending or financing, or (4) partnerships with community development or other mission-based financial institutions.

For the full text of S 809, click <http://hdl.loc.gov/loc.uscongress/legislation.112s809>

For the full text of HR 1525, click <http://hdl.loc.gov/loc.uscongress/legislation.112hr1525>

Diverse Teachers Recruitment Act of 2011 (HR 1482) II

Introduced by Rep. Susan Davis (D-CA) and referred to the House Committee on Education and the Workforce on April 12, 2011. This bill would amend ESEA to award competitive matching grants to LEAs or non-profits, educational service agencies, institutions of higher education, or states that enter into partnerships with such LEAs to: (1) recruit individuals from underrepresented groups as public elementary and secondary school teachers, and (2) provide training and retention incentives to public elementary and secondary school teachers. Grants would be prohibited to applicants that do not serve schools that have difficulty recruiting, training, and retaining individuals from underrepresented groups as teachers. Priority would be given to applicants that serve the most high-need schools and those that serve schools with high concentrations of poor, minority, disabled, or limited English proficient students. Also, the Secretary would be required to evaluate the success of the grantees and compile a database of best practices for recruiting, training, and retaining individuals from underrepresented groups as public elementary and secondary school teachers.

For the full text of this bill, click <http://hdl.loc.gov/loc.uscongress/legislation.112hr1482>

Every Student Counts Act (S 767 and HR 1419) II

Introduced by Sen. Tom Harkin (D-IA) and referred to the Senate HELP Committee on April 7, 2011, and by

Rep. Robert Scott (D-VA) on April 7, 2011 and referred to the House Subcommittee on Early Childhood, Elementary, and Secondary Education on April 15, 2011. This bill would amend ESEA to require, beginning by the 2011-2012 school year, states, LEAs, and secondary schools annually to include on the report cards required under Title I of the Act: (1) their four-year adjusted cohort graduation rate; (2) the final number of students in their four-year adjusted cohort and their total number of four-year graduates; (3) their cumulative graduation rate; (4) the number and percentage of students graduating in more than four years with a regular secondary school diploma; (5) the number and percentage of students who have been removed from the adjusted cohort; (6) the number and percentage of students from each previous adjusted cohort who remain in secondary school after four years; and (7) the percentage of secondary school students in each grade, except the graduating grade, prepared to advance to the next grade.

The bill would require such data, except for data on students who remain in secondary school after four years, to be disaggregated and cross tabulated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.

States, LEAs, and secondary schools in states that lack a statewide longitudinal data system with individual student identifiers would be directed to make certain annual interim graduation rate calculations; but prohibits the use of such interim calculations after the 2012-2013 school year.

The bill would require the use of aggregate and disaggregated four-year adjusted cohort graduation rates or cumulative graduation rates in determining the success of each secondary school and LEA in making AYP toward state academic performance standards under the Act. It would also require states, LEAs, and schools that do not have a four-year adjusted cohort graduation rate or a cumulative graduation rate above 90% overall and for all of the student subgroups, to make specified yearly progress in improving such rate or be deemed as failing to make AYP.

For the full text of S 767, click <http://hdl.loc.gov/loc.uscongress/legislation.112s767>

For the full text of HR 1419, click <http://hdl.loc.gov/loc.uscongress/legislation.112hr1419>

Securing Teacher Effectiveness, Leadership, Learning, And Results Act of 2011 or STELLAR Act (S 763 and HR 1368)

Introduced by Sen. Joseph Lieberman (I-CT) and referred to the Senate HELP Committee on April 7, 2011, and introduced by Rep. Susan Davis (D-CA) on April 5, 2011, and referred to the House Subcommittee on Early Childhood, Elementary, and Secondary Education on April 15, 2011. Known as the STELLAR Act, this would amend ESEA to require each state receiving school improvement funds to develop evaluation programs for teachers and principals in conjunction with LEAs. Teacher evaluations would be required to emphasize student growth and include quantifiable grades that would be comparable for all teachers in grade levels and subject areas across the state and within a teacher's LEA. Principal evaluations would additionally have to rate staff development and leadership. States and LEAs would be required to release their results of evaluations to multiple levels of government. Also, the bill would require states to take steps to ensure that poor and minority children are not taught at higher rates than other children by teachers rated as less than effective.

For the full text of S 763, click <http://hdl.loc.gov/loc.uscongress/legislation.112s763>

For the full text of HR 1368, click <http://hdl.loc.gov/loc.uscongress/legislation.112hr1368>

Student Bill of Rights (HR 1295) II

Introduced on March 31, 2011, by Rep. Chaka Fattah (D-PA); referred to House Subcommittee on Early

Childhood, Elementary, and Secondary Education on April 15, 2011. This bill would direct the Secretary of Education to make annual determinations as to whether each state's public school system provides all its students with educational resources to succeed academically and in life. It would require such education to enable students to: (1) acquire knowledge and skills necessary for responsible citizenship, (2) meet challenging academic achievement standards, and (3) compete and succeed in a global economy. Each system would be required to do so by satisfying certain opportunity to learn indicators for all its schools (including highly effective teachers and equitable instructional resources), providing educational services in LEAs that receive funds for disadvantaged students that are at least comparable to educational services provided in LEAs not receiving such funds, and complying with any final federal or state court order in any matter concerning the adequacy or equitableness of the system. The bill would also require withholding of specified portions of its federal funding for administrative expenses if a system: (1) fails to meet a yearly interim goal; (2) does not remedy, after two school years, a failure to provide comparable educational services to schools that receive funds for disadvantaged children; or (3) does not comply with a court order. Also, the bill would allow students or parents aggrieved by violations of this Act to bring civil actions for enforcement in federal district courts. The Commissioner of Education Statistics would additionally be directed to study the effects of educational disparities on economic growth and on national defense.

For the full text of this bill, click <http://hdl.loc.gov/loc.uscongress/legislation.112hr1295>

Fiscal Fairness Act (S 701 and HR 1294)

Introduced by Sen. Michael Bennett (D-CO) and referred to the Senate HELP Committee on March 31, 2011, and by Rep. Chaka Fattah on March 31, 2011 and referred to the House Subcommittee on Early Childhood, Elementary, and Secondary Education on April 15, 2011. This bill would amend Part A of Title I of ESEA to condition LEA receipt of school improvement funds on: (1) an average state and local spending per pupil in each school receiving school improvement funds of at least 97% of such spending per pupil across all of the LEA's schools that are not receiving such funds; and (2) an average state and local spending per pupil in each higher poverty school of at least 97% of such spending per pupil across all lower poverty schools, if the LEA is serving all of its schools under Part A. It would allow LEAs to meet such requirements across all schools or among schools serving a particular grade span if they compare schools within no more than three grade spans. In the fourth and fifth years after this Act's enactment, 5 states and 10 LEAs would be audited to determine their progress in meeting these requirements. Annual LEA report cards would be required to include certain information on state and local spending per pupil in schools. Lastly, states would be required to provide the public with annual up-to-date school-by-school listings of per-pupil state and local spending.

For the full text of S 701, click <http://hdl.loc.gov/loc.uscongress/legislation.112s701>

For the full text of HR 1294, click <http://hdl.loc.gov/loc.uscongress/legislation.112hr1294>

Charter School Quality Act of 2011 (S 686)

Introduced by Sen. Mary Landrieu (D-LA) and referred to the Senate HELP Committee on Mar 30, 2011, this act would amend ESEA to add to the criteria the Secretary of Education is to consider when deciding whether to give a state priority in the receipt of public charter school grants. It would additionally favor states that ensure that public charter schools are held to the student performance standards and set up effective statewide public chartering agencies; require public charter schools to be held to accountability measures, and require authorizers to use student performance and growth at the whole school level and for certain student subgroups as a primary factor in assessing public charter schools and determining whether to renew or revoke their charters.

For the full text of this bill, click <http://hdl.loc.gov/loc.uscongress/legislation.112s686>

Supporting Community Schools Act of 2011 (S 616) II

Introduced by Sen. Bernard Sanders (I-VT) and referred to the Senate HELP Committee on March 17, 2011, this act would amend Part A of Title I of ESEA to authorize LEAs to use school improvement funds to transform schools identified as needing improvement, corrective action, or restructuring into community schools. These community schools would be defined as public elementary or secondary schools that partner with community-based entities, both public and private, to address students' academic, health, and developmental needs while also serving as a community center that provides or hosts relevant community services. They would also be required to be based on research into successful practices in improving student achievement, closing achievement gaps, and increasing attendance and graduation rates. LEAs would be authorized to use funds under Part D of Title I to fund a community school coordinator who will support their community schools.

For the full text of the bill, click <http://hdl.loc.gov/loc.uscongress/legislation.112s616>

IDEA Fairness Restoration Act (S 613 and HR 1208) II

Introduced by Sen. Tom Harkin (D-IA) and referred to the Senate HELP Committee on March 17, 2011, and by Rep. Christopher Van Hollen (D-MD) on March 17, 2011 and referred to the House Subcommittee on Early Childhood, Elementary, and Secondary Education on April 4, 2011. This bill would amend IDEA to include expert witness fees, including the reasonable costs of any test or evaluation necessary for the preparation of the parents' or guardians' case in the action or proceeding, within the definition of "attorneys' fees" that may be awarded to the prevailing party in a civil action brought under such Act.

For the full text of S 613, click <http://hdl.loc.gov/loc.uscongress/legislation.112s613>

For the full text of HR 1208, click <http://hdl.loc.gov/loc.uscongress/legislation.112hr1208>

Impact Aid Timely Repayment Act of 2011 (S 595) II

Introduced by Sen. Pat Murray (D-WA) and referred to the Senate HELP Committee on March 16, 2011. This bill would amend Title VIII (Impact Aid) of ESEA to require Impact Aid payments to be completed to eligible LEAs within three fiscal years of their appropriation. (The Impact Aid program compensates LEAs for the financial burden of federal activities affecting their school districts.)

For the full text of this bill, click <http://hdl.loc.gov/loc.uscongress/legislation.112s595>

Full-Service Community Schools Act of 2011 (S 585 and HR 1090) II

This bill was introduced by Sen. Ben Nelson (D-NE) and referred to the Senate HELP Committee on March 15, 2011, and by Rep. Steny Hoyer (D-MD) on March 15, 2011, and referred to the House Subcommittee on Early Childhood, Elementary, and Secondary Education. It would amend ESEA to authorize the Secretary of Education to award grants to: (1) consortia composed of one or more LEAs and one or more community-based, non-profit, or other public or private entities to assist public elementary or secondary schools to function as full-service community schools; and (2) state collaboratives to support the development of full-service community school programs. Such schools would be required to participate and provide access to community-based efforts to coordinate and integrate educational, developmental, family, health, and other comprehensive services through community-based organizations and public and private partnerships.

For full text of S 585, click <http://hdl.loc.gov/loc.uscongress/legislation.112s585>

For full text of the HR 1090, click <http://hdl.loc.gov/loc.uscongress/legislation.112hr1090>

Educational Success for Children and Youth Without Homes Act of 2011 (S 571 and HR 1253) II

This bill was introduced by Sen. Pat Murray (D-WA) and referred to the Senate HELP Committee on March 14, 2011. It was also introduced by Rep. Judy Biggert (R-IL) on March 30, 2011, and referred to the House Subcommittee on Early Childhood, Elementary, and Secondary Education on April 15, 2011. This bill amends the McKinney-Vento Homeless Assistance Act's program of grants to states and, through them, subgrants to LEAs for the education of homeless youths to perform a wide range of services in the interest of homeless and disabled youth. Included in these services are ensuring that such youth are not segregated into separate schools or programs within schools, protecting the privacy of information about a homeless youth's living situation, and requiring LEAs to coordinate services provided to homeless and disabled youth. This bill also establishes a separately funded Emergency Disaster Grant program which distributes funds to LEAs directly or through states to increase LEAs' capacity to respond to major disasters.

For the full text of S 571, click <http://hdl.loc.gov/loc.uscongress/legislation.112s571>

For the full text of HR 1253, click <http://hdl.loc.gov/loc.uscongress/legislation.112hr1253>

Rural Education Achievement Program Reauthorization Act of 2011 (S 567) II

Introduced by Sen. Kent Conrad (D-ND) and referred to the Senate HELP Committee on March 14, 2011, this bill would amend Part B (Rural Education Initiative) of title VI of ESEA to revise the Small, Rural School Achievement program, which gives rural LEAs federal formula grants and greater flexibility in the use of state educational funds. LEA eligibility for federal funds under the Rural and Low-Income School program would be altered such that: (1) at least 40% of the children ages 5 through 17 that LEAs serve be eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act; and (2) all of their schools be designated with a school locale code of Distant Town, Remote Town, Fringe Rural, Distant Rural, or Remote Rural.

For the full text of this bill, click <http://hdl.loc.gov/loc.uscongress/legislation.112s567>

Student Non-Discrimination Act of 2011 (S 555 and HR 998)

Introduced by Sen. Al Franken (D-MN) and referred to the Senate HELP Committee on March 10, 2011, and introduced by Rep. Jared Polis (D-CO) on March 10, 2011 and referred to the House Subcommittee on Early Childhood, Elementary, and Secondary Education on March 21, 2011. This bill would prohibit public school students from being excluded from participating in, or subject to discrimination under, any federally-assisted educational program on the basis of their actual or perceived sexual orientation or gender identity or that of their associates. Harassment would be considered to be a form of discrimination, and retaliation against anyone for opposing conduct they reasonably believe to be unlawful under this bill would be prohibited. Federal departments and agencies would be authorized to enforce these prohibitions by cutting off the educational assistance of recipients found to be violating them. An aggrieved individual would be allowed to assert a violation of this bill in a judicial proceeding and recover reasonable attorney's fees should they prevail. A state's receipt of federal educational assistance for a program would be deemed to constitute a waiver of sovereign immunity for conduct prohibited under this bill regarding such program.

For the full text of S 555, click <http://hdl.loc.gov/loc.uscongress/legislation.112s555>

For the full text of HR 998, click <http://hdl.loc.gov/loc.uscongress/legislation.112hr998>

Achievement Through Prevention Act (S 541)

Introduced by Sen. Michael Bennet (D-CO) and referred to the Senate HELP Committee on March 10, 2011. This bill would amend Part A of Title I of ESEA to allow states, LEAs, and schools to use school improvement

funds to implement schoolwide positive behavioral interventions, supports and early intervening services. They would be coordinated with similar activities carried out under IDEA. (Early intervening services are a set of coordinated services for students in kindergarten through grade 12 who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment.) Part D of Title I of ESEA would also be amended to require states that receive funds for the education of neglected or delinquent children or youth to use positive behavioral interventions and supports and early intervening services to improve such students' academic performance and reduce their need for discipline.

For the full text of this bill, click <http://hdl.loc.gov/loc.uscongress/legislation.112s541>

Supporting State Systems of Early Learning Act (S 470) II

Introduced by Sen. Robert Casey (D-PA) and referred to the Senate HELP Committee on March 3, 2011, this bill would direct the Secretary of Education to award competitive, matching Quality Pathways grants to states that demonstrate the greatest progress toward establishing a high-quality system of early learning. The grants would be required to further such progress and move more disadvantaged children into higher quality programs.

The Secretary would also be authorized to award competitive development grants to states that were not awarded a Pathways grant, but commit to developing a high-quality system of early learning. Indicators to measure progress would additionally be established. Lastly, the Secretary would be required to use certain reserved funds to: (1) establish a competitive grant demonstration program for Native American school readiness programs; (2) provide technical assistance to states to help them qualify for, apply for, and maintain this bill's grants; and (3) support the Institute of Education Sciences' research into, and evaluation of, this bill's grant-related activities.

For the full text of this bill, click <http://hdl.loc.gov/loc.uscongress/legislation.112s470>

Humphrey-Hawkins 21st Century Full Employment and Training Act (HR 870) II

Introduced by Rep. John Conyers (D-MI) on March 2, 2011 and referred to the House Subcommittee on Higher Education and Workforce Training on March 21, 2011. This bill would establish a Full Employment National Trust Fund with two separate accounts for: (1) Employment Opportunity Grants to states, local governments, and Indian tribes for job-creating activities in communities whose economy is not at a level of full employment; and (2) Workforce Investment programs. A national employment conference would be convened to bring together leaders of small, medium, and large businesses, labor, government, and other parties to discuss employment, with particular attention to structural unemployment and the plight of disadvantaged youth. The Workforce Investment Act of 1998 would be amended to revise member composition requirements for state and local workforce investment boards to include at least 25% of the chief executive officers of minority-serving, community-based organizations. Also, the Internal Revenue Code would be amended to impose a tax on certain covered securities transactions, payable by trading facilities that deal in such transactions.

For the full text of this bill, click <http://hdl.loc.gov/loc.uscongress/legislation.112hr870>

Effective STEM Teaching and Learning Act of 2011 (S 463) II

This bill was introduced by Sen. Mark Begich (D-AK) and referred to the Senate HELP Committee on March 2, 2011. It would replace the Mathematics and Science Partnership program under Part B of Title II of ESEA with a program providing competitive grants to states to improve preschool through grade 12 education in mathematics and/or science plus technology and and/or engineering, depending upon the state's discretion. State grantees would be required to use: (1) up to 20% their grant for certain state-level STEM activities, including the development, implementation, or improvement of a comprehensive state STEM plan; and (2) the bulk of their

grant for competitive subgrants to high-need LEAs, partnerships between such LEAs and institutions of higher education or non-profit organizations, or educational service agencies proposing to serve such LEAs. The bill would also direct subgrantees to use the subgrants to implement high-quality, evidence-based, comprehensive, and coherent STEM programs in high-need schools that include high-quality staff, curricula, and monitoring. Lastly, the Secretary of Education would be authorized to reserve a portion of Part B funds to award competitive, capacity-building grants to states that do not receive a STEM improvement grant under Part B.

For full text of this bill, click <http://hdl.loc.gov/loc.uscongress/legislation.112s463>

Transition-to-Success Mentoring Act (HR 853)

This bill was introduced by Rep. André Carson (D-IN) on March 1, 2011, and referred to the House Subcommittee on Early Childhood, Elementary, and Secondary Education on March 21, 2011. It would amend Title I of ESEA to reauthorize appropriations under Part H (School Dropout Prevention). A transition-to-success mentoring program would be established under Part H requiring the Secretary of Education to award five-year grants to LEAs or partnerships between LEAs and community-based non-profit organizations to establish, expand, or support school-based mentoring programs to assist at-risk students in transitioning from middle to high school. Grantees would be required to assign to each at-risk student in his or her middle school a success coach who: creates a plan of success for the student and is held accountable by the student's parents and teachers. The bill also authorizes the use of grant funds to train success coaches and cover the cost of any materials they use under the mentoring program.

For the full text of this bill, click <http://hdl.loc.gov/loc.uscongress/legislation.112hr853>

Developing Innovative Partnerships and Learning Opportunities that Motivate Achievement Act or DIPLOMA Act (S 426 and HR 2637) II

Introduced by Sen. Bernard Sanders (I-VT) and referred to the Senate HELP Committee on March 1, 2011. A companion bill was introduced by Rep. Judy Chu (D-CA) on July 25, 2011 and referred to the House Committee on Education and the Workforce. Known as the DIPLOMA Act, it would authorize the Secretary of Education to award renewable five-year grants to states and subgrants to local consortia that include a LEA and other community partners to ensure the positive development of disadvantaged youth and strengthen their families and communities. Each state grantee would be required to develop and implement a state child and youth strategy that assesses children's needs and the assets within the state that can be mobilized, coordinated, and integrated to achieve quantifiable progress toward goals that include ensuring that children are healthy, succeeding in school, and contributing to the well-being of their communities. The consortia would be directed to develop and implement a local child and youth strategy that integrates multiple private and public services into a comprehensive, coordinated continuum of services directed toward achieving quantifiable progress toward such goals. The Secretary would also be required to award competitive grants directly to local consortia if appropriated funds fall below a specified amount.

For the full text of S 426, click <http://hdl.loc.gov/loc.uscongress/legislation.112s426>

For the full text of HR 2637, click <http://hdl.loc.gov/loc.uscongress/legislation.112hr2637>

I Teach Act of 2011 (S 378) II

Introduced by Sen. John Rockefeller (D-WV) and referred to the Senate Committee on Finance on February 17, 2011. This bill would amend the Internal Revenue Code to permit a refundable tax credit of \$1,000 for: (1) teachers in public elementary or secondary schools or public kindergartens in rural areas or areas with high poverty; and (2) teachers certified by the National Board for Professional Teaching Standards. It would also

increase such credit to \$2,000 for a teacher meeting both requirements.

For the full text of this bill, click <http://hdl.loc.gov/loc.uscongress/legislation.112s378>

Graduation Promise Act of 2011 (HR 778) Π

This bill was introduced by Rep. Rubén Hinojosa (D-TX) on February 17, 2011, and referred to the House Subcommittee on Early Childhood, Elementary, and Secondary Education. It would authorize grants to states and subgrants to LEAs for differentiated high school improvement systems targeting support to schools with low student achievement and graduation rates after such schools fail for two consecutive years to make AYP. Grant funds to states would be allotted pursuant to a formula that favors states with low graduation rates and a high percentage of students attending low-income LEAs. State grantees would be required to establish comprehensive school performance indicators and minimum annual improvement benchmarks for use, in addition to current AYP measures, in analyzing school performance and determining the improvement category into which a school is placed. The bill would also direct LEA subgrantees to: (1) categorize each of their schools that fail to make AYP for two consecutive years as needing general intervention; (2) convene a local school improvement team for each of such schools that will use performance indicators, AYP measures, and other relevant data to conduct a school needs assessment and develop an improvement plan tailored to the school's need categorization; and (3) support the successful implementation of such plans and district-wide improvement strategies. Finally, the Secretary would be authorized to award competitive grants to LEAs, non-profit organizations, and institutions of higher education to develop and implement effective secondary school models for struggling students and dropouts.

For the full text of this bill, click <http://hdl.loc.gov/loc.uscongress/legislation.112hr778>

Young Adults Financial Literacy Act (HR 300)

Introduced by Rep. André Carson (D-IN) and referred to the House Subcommittee on Financial Institutions and Consumer Credit on January 18, 2011. This bill would authorize competitive grants to, and enter contracts with, eligible institutions to establish centers of excellence to support research, development and planning, implementation, and evaluation of effective programs in financial literacy education for young adults and families ages 15-24 years old. It would define "eligible institution" as any partnership consisting of an institution of higher education and any of the following: (1) one or more local educational agencies; (2) a non-profit agency, organization, or association; (3) a community-based organization; or (4) a financial institution.

For the full text of this bill, click <http://hdl.loc.gov/loc.uscongress/legislation.112hr300>

No Child Left Behind Flexibility and Improvements Act (S 280)

Introduced by Sen. Susan Collins (R-ME) and referred to the Senate HELP Committee on February 3, 2011. This bill would amend ESEA to revise requirements relating to AYP of students and schools, statewide and local accountability systems, special education, limited English proficiency students, funding levels and academic assessment deferrals, highly qualified teachers, and reading activities. It would also add options for deeming teachers of multiple academic subjects as highly qualified, and for general social studies certification and reauthorize the Reading First and Early Reading First programs through FY2017.

For the full text of this bill, click <http://hdl.loc.gov/loc.uscongress/legislation.112s280>

Scholarships for Opportunity and Results Act of 2011 or SOAR Act (S 206 and HR 471) Ω

S 206 introduced by Sen. Joseph Lieberman (I-CT) and referred to the Committee on Homeland Security and

Governmental Affairs on January 26, 2011, with hearings held on February 26, 2011. HR 471 introduced by Rep. John Boehner (R-OH) on January 26, 2011 and placed on Senate Legislative Calendar under General Orders (Calendar No. 24) on April 4, 2011. This bill would award five-year grants on a competitive basis to non-profit organizations to carry out a program to provide expanded school choice opportunities to students who are District of Columbia (DC) residents and who come from households: (1) receiving assistance under the supplemental nutrition assistance program under the Food and Nutrition Act of 2008; or (2) with incomes not exceeding 185% of the poverty line, except in certain grandfathered circumstances. Funds would be provided to the Mayor of the District of Columbia, if the Mayor agrees to specified requirements, for: (1) the DC public schools to improve public education, and (2) the DC public charter schools to improve and expand quality public charter schools. Each participating school would be required to administer a nationally norm-referenced standardized test in reading and mathematics to each enrolled student receiving an opportunity scholarship. This bill would repeal the DC School Choice Incentive Act of 2003. Special rules would be prescribed for funding opportunity scholarships for DC students.

For the full text of S 206, click <http://hdl.loc.gov/loc.uscongress/legislation.112s206>

For the full text of HR 471, click <http://hdl.loc.gov/loc.uscongress/legislation.112hr471>

21st Century Charter School Act (S 92)

Introduced by Sen. David Vitter (R-LA) and referred to the Senate HELP Committee on January 25, 2011.

Overall, this bill would amend the Charter School program of ESEA and would include the following:

Public and private non-profit entities would be eligible for program grants. (Currently, state educational entities are eligible for such grants.) Grantees would be allowed to award subgrants to charter school developers or non-profit charter support organizations and award them multiple grants to support multiple campuses of a public charter school. They would also be authorized to use a portion of the grant funds reserved for administrative expenses to improve public charter school authorizing policies and practices in their area. Additional factors would be set forth to work in favor of grant applicants.

The use of subgrants would be authorized to plan and implement, or expand existing, public charter schools.

The portion of funds grantees may use in establishing revolving loan funds for loans to subgrantees for planning and operating a public charter school would be expanded.

Each public charter school participating in the program would be required to have an independent governing board that enters into a performance-based agreement with an authorized public chartering agency that describes: (1) how student performance will be measured pursuant to the state assessments required of other schools, and (2) the criteria for renewal or revocation of their charter. Such schools would be prohibited from giving admissions preference to any student on the basis of prior academic achievement.

Two new grant programs would be established awarding grants to: (1) public charter schools, public and private non-profit entities, charter school developers, and non-profit charter support organizations to disseminate charter school innovations to other schools and states; and (2) public and private non-profit entities to demonstrate innovative credit enhancement initiatives that assist public charter schools in covering the cost of acquiring, constructing, and renovating facilities.

For the full text of this bill, click <http://hdl.loc.gov/loc.uscongress/legislation.112s92>

Reform America's Schools to Educate the Leaders of the Future Act (S 5)

Introduced by Sen. Harry Reid (D-NV) and referred to the Senate HELP Committee on January 25, 2011. This bill would express the sense of the Senate that Congress should: (1) ensure that all students have equitable access to a high-quality, well-rounded education that prepares them for success; (2) fix No Child Left Behind's accountability system while continuing to focus on the success of all students; (3) provide states and school districts with the resources to turn around failing schools; (4) work with teachers to establish teacher quality assessments and supports; and (5) promote programs that encourage parental and community involvement, and youth development.

For the full text of this bill, click <http://hdl.loc.gov/loc.uscongress/legislation.112s5>

National STEM Education Tax Incentive for Teachers Act of 2011 (HR 289) Π

Introduced by Rep. Mazie Hirono (D-HI) and referred to the House Committee on Ways and Means on January 12, 2011. It would amend the Internal Revenue Code to allow certain full-time elementary and secondary school teachers of math, science, engineering, or technology courses a refundable tax credit for 10% of their undergraduate tuition up to \$1,000 in any taxable year. It would also increase such credit amount to \$1,500 for teachers in schools serving disadvantaged children.

For the full text of this bill, click <http://hdl.loc.gov/loc.uscongress/legislation.112hr289>

TEACH for Our Future Act of 2011 (HR 85)

Introduced by Rep. Joe Baca (D-CA) on January 5, 2011; referred to the House Subcommittee on Higher Education and Workforce Training on February 25, 2011. This bill would amend HEA to expand the loan forgiveness available to public elementary and secondary school teachers under the Federal Family Education Loan (FFEL) and Direct Loan (DL) programs. It would also do the following:

- 1) Make inapplicable to public school teachers the requirements limiting loan forgiveness to new borrowers on or after October 1, 1998; and highly qualified teachers in certain schools that serve a high proportion of disadvantaged students.
- 2) Maintain the requirement that such teachers teach full-time for five consecutive complete school years before becoming eligible for loan forgiveness.
- 3) Raise to \$25,000 the amount of the FFEL or DL outstanding that may be forgiven after a public school teacher's fifth complete school year of teaching.
- 4) Maintain current loan forgiveness eligibility requirements for private elementary and secondary school teachers.

For the full text of this bill, click <http://hdl.loc.gov/loc.uscongress/legislation.112hr85>

PASSED INTO LAW during the 111th Congress (2009-2010):

Education Equity and Opportunity Commission (Drafted with input from PEN and as included in the FY 2010 Appropriations Bill) Π

The Commission is fully supported by PEN; it was developed as a result of our direct input and work with Rep. Mike Honda (D-CA) and the House Appropriations Committee. The Commission is part of the House version of the Fiscal Year 2010 (FY2010) Labor Health and Human Services and Education Appropriations Bill. It is part of report language that Rep. Honda authored, and the Senate passed as part of its FY 2010 Appropriations Bill.

The 28 commissioners were appointed and announced in mid-February. For more detail on the commission, see <http://www2.ed.gov/about/bdscomm/list/eec/meetings.html>

The Full Service Community Schools Act, language passed and included in the Appropriations Bill, 2008, 2009, 2010 II

Introduced by Rep. Steny Hoyer (D-MD) and Sen. Ben Nelson (D-NB), the Act authorizes \$5 million to fund full-service community schools, which are public elementary or secondary schools that coordinate multiple federal, state and/or local educational and social service programs with community-based organizations and public/private partnerships. The purpose of these schools is to improve the coordination, delivery, effectiveness, and efficiency of services provided to children and families. The Act needs to be reauthorized in 2011.

Student Aid and Fiscal Responsibility Act of 2009 (SAFRA), Public Law No: 111-152 (See College Access Challenge Grants below) II

On September 17, 2009, the House approved the bill by a 253-171 margin. On March 18, 2010, the text of this act was included as a [rider](http://en.wikipedia.org/wiki/Rider_(legislation)) ([http://en.wikipedia.org/wiki/Rider_\(legislation\)](http://en.wikipedia.org/wiki/Rider_(legislation))) on the [Reconciliation Act of 2010](http://en.wikipedia.org/wiki/Reconciliation_Act_of_2010) (http://en.wikipedia.org/wiki/Reconciliation_Act_of_2010),¹¹ which was an amendment to the [Patient Protection and Affordable Care Act](http://en.wikipedia.org/wiki/Patient_Protection_and_Affordable_Care_Act) (http://en.wikipedia.org/wiki/Patient_Protection_and_Affordable_Care_Act). SAFRA was included in the health care reconciliation bill that passed the House on March 21, 2010 by a vote of 220-211, the U.S. Senate voted on March 25, 2010 56-43 to pass the combined health care/student loan reconciliation bill (http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=111_cong_bills&docid=f:h4872eh.txt.pdf), and SAFRA was signed into law on March 30, 2010 by President Obama.

College Access Challenge Grants (CACG)

CACG, a program under The Student Aid and Fiscal Responsibility Act which was included in the health care reconciliation bill that passed, was signed into law on March 30, 2010. II

The provision that LEFs, community non-profits and school districts will be particularly interested in will be the College Access Challenge Grants (CACG) which provides \$750 million over five years to bolster college access and completion rate for students, and for those innovative programs that help retain and students in college.

See PEN's special fact sheet on CACG (http://publiceducation.org/FedUpdates/2011/20110811_College.pdf)

Promise Neighborhoods Act II

Modeled after the Harlem Children's Zone, this is an initiative developed by the Administration in conjunction with input from other community-based organizations, including PEN. There is no bill number, but it is part of the 2010 House Labor HHS Education Appropriations bill and authorized for \$10 million. Since the Congress has not completed its version of the 2011 federal budget, we do not know if implementation money has been appropriated. [Click here](http://www.ed.gov/news/press-releases/us-department-education-awards-promise-neighborhoods-planning-grants). The following includes the award winners <http://www.ed.gov/news/press-releases/us-department-education-awards-promise-neighborhoods-planning-grants>

Reauthorization of the Child Abuse Prevention and Treatment Act (CAPTA)(Public Law 111-320 signed into law on December 20, 2010) See <http://hdl.loc.gov/loc.uscongress/legislation.111s3817>

Reauthorizes Child Abuse Prevention and Treatment Act including the Community-Based Grants for the Prevention of Child Abuse or Neglect; Family Violence Prevention and Services Act; Child Abuse Prevention and Treatment and Adoption Reform Act of 1978; and Abandoned Infants Assistance Act of 1988 II

Reauthorized through 2015, this bill directs the Secretary of Health and Human Services (HHS) to study and report to Congress on shaken baby syndrome, authorizes the Secretary to award grants to public or private

agencies and organizations to develop or expand effective collaborations between child protective service entities and domestic violence service entities to improve: (1) collaborative investigation and intervention procedures; (2) provision for the safety of the non-abusing parent involved and children; and (3) provision of services to children exposed to domestic violence that also support the care-giving role of the non-abusing parent.

The bill also allows for cooperative five-year agreements with State Domestic Violence Coalitions for local community projects to prevent family, domestic, and dating violence, using a coordinated community response model and through prevention and education programs.

Healthy, Hunger Free Kids Act of 2010 (Public Law 111-296, signed into law December 13, 2010) II

This Act, passed during the lame duck Congress, expands the Child Nutrition program creating a five year, \$4.5 billion program to provide children in low-income neighborhoods with nutritious meals; expand eligibility for school lunch programs; establish nutrition standards for all school meals which also applies to school vending machines, sporting events and school fundraisers; and encourages schools to use locally produced food. It would also raise the school district reimbursement rate to six cents per meal, marking the first time in 30 years that Congress has increased funding for school lunch programs, and expands afterschool meals for at-risk children. The bill was pushed by First Lady Michelle Obama who lobbied for the act as an effort to combat obesity and hunger. For a summary of the bill, click: http://www.thomas.gov/cgi-bin/cpquery/?&dbname=cp111&sid=cp111;Fu0C&refer=&r_n=sr178.111&item=&&&sel=TOC_14270&

America COMPETES Reauthorization Act of 2010 (signed into law by President Obama on January 4, 2011 as H.R. 5116) II

The legislation reauthorizes the original America Competes Act of 2007 and aims to maintain U.S. national economic and scientific leadership by: supporting basic research; improving science, technology, engineering, and math (STEM) education; and fostering innovation, especially the development of new energy technologies. A number of programs support STEM education, including the \$55 million National Science Foundation's Robert Noyce Teacher Scholarship Program (http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5733), which encourages talented STEM majors and professionals to become K-12 math and science teachers. In addition, the bill contains a significant change to the Noyce program, essentially lowering the match required by participating universities from 50 percent to 30 percent, which could help entice more higher education institutions to get involved. The bill also contains a new measure designed to ensure better coordination of STEM education activities across federal agencies, and eliminate duplication.

<http://hdl.loc.gov/loc.uscongress/legislation.111hr5116> or contact the STEM Coalition for more information at: <http://www.stemedcoalition.org/>