

HR 4223 IH

111th CONGRESS
1st Session
H. R. 4223

To support evidence-based social and emotional learning programming.

IN THE HOUSE OF REPRESENTATIVES

December 8, 2009

Mr. KILDEE (for himself, Mr. RYAN of Ohio, and Mrs. BIGGERT) introduced the following bill; which was referred to the Committee on Education and Labor

A BILL

To support evidence-based social and emotional learning programming.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

This Act may be cited as the 'Academic, Social, and Emotional Learning Act of 2009'.

SEC. 2. FINDINGS.

The Congress makes the following findings:

- (1) To succeed in school, students need to be engaged. They need to know how to maintain focus and effort in the face of setbacks, work effectively with others, and be good communicators and problem-solvers.
- (2) Social and emotional skills form a foundation for young people's success not just in school, but as healthy and caring adults, productive workers, and engaged citizens.
- (3) Not only can these skills be taught, they can be taught by regular classroom teachers in schools of every type to students of every background.
- (4) Academic outcomes resulting from social and emotional learning include greater motivation to learn and commitment to school, increased time devoted to schoolwork and mastery of subject matter, improved attendance, graduation rates, grades, and test scores.

(5) These positive outcomes increase in students who are involved in social and emotional learning programming by an average of 11 percentile points over students who are not involved in such programming.

(6) Social and emotional learning programming also results in reduced problem behavior, improved health outcomes, a lower rate of violent delinquency, and a lower rate of heavy alcohol use.

TITLE I--GRANTS TO SUPPORT EVIDENCE-BASED SOCIAL AND EMOTIONAL LEARNING PROGRAMMING

SEC. 101. PURPOSE.

The purpose of this title is to advance student achievement, attainment, and social and emotional development by establishing Federal grant programs to support social and emotional learning programming in elementary and secondary schools.

SEC. 102. NATIONAL TRAINING AND TECHNICAL ASSISTANCE CENTER.

(a) Grant Authorized- The Secretary is authorized to award a grant to establish a National Technical Assistance and Training Center for Social and Emotional Learning that provides training and technical assistance to States, local educational agencies, and community-based organizations to identify, promote, and support evidence-based social and emotional learning programming in elementary and secondary schools.

(b) Authorized Activities- Grant funds provided under this section shall be used--

(1) to provide technical assistance to States, local educational agencies, and community-based organizations on the effective implementation of social and emotional learning standards and programming to States, including technical assistance on coordinated classroom and school-wide programming as well as how to engage families and communities in social and emotional learning efforts;

(2) to provide ongoing high-quality professional development to support effective implementation of social and emotional learning standards and programming;

(3) to conduct research and disseminate information on social and emotional learning standards and programming;

(4) to develop and disseminate reliable assessment tools to measure student progress in social and emotional development; and

(5) to evaluate social and emotional learning programming to determine the impact of such programming on student achievement and behavior.

(c) Eligible Grantee- The grant may be awarded to a nonprofit organization that has extensive experience in--

(1) developing research based standards, instructional resources, and assessments of social and emotional learning;

(2) providing technical assistance to States, local educational agencies, and community-based organizations that are developing and implementing social and emotional learning standards and programming;

(3) providing high-quality professional development to local educational agency and school personnel in social and emotional learning standards and programming;

(4) conducting, analyzing, and disseminating research on social and emotional development and learning; and

(5) evaluating social and emotional learning standards and programming.

(d) Application- Applications shall be submitted at such time and in such manner as the Secretary determines. Applications shall include a description of how the grantee--

(1) will use funds consistent with subsection (b); and

(2) meets the eligibility requirements described in subsection (c).

(e) Duration of Grant- The grant under this section shall be awarded for 5 years.

(f) Report to Secretary- The grantee shall report any information the Secretary deems appropriate at such a time and in such manner as the Secretary shall require.

SEC. 103. GRANTS TO STATES AND LOCAL EDUCATIONAL AGENCIES.

(a) Grants Authorized- The Secretary is authorized to award competitive grants to States and local educational agencies to work with the National Technical Assistance and Training Center for Social and Emotional Learning to develop and implement evidence-based social and emotional learning standards and programming in elementary schools and secondary schools.

(b) Uses of Funds for States-

(1) REQUIRED ACTIVITIES- In the case of a State that receives a grant under this section, the State shall carry out the following activities:

(A) Create a State social and emotional learning leadership team consisting of, at a minimum, a representative from the State education agency, a school administrator, an educator, a parent, a representative from an institution of higher education in the State, and a coordinator for mental health or pupil support services to guide the planning, implementation, and monitoring of social and emotional learning programming.

(B) Develop a State plan outlining policies, standards, or guidelines to support the implementation of evidence-based

social and emotional learning programming in local educational agencies.

(C) Develop a statewide high-quality professional development framework and student assessment system for State agency staff, school administrators, teachers, and paraprofessionals to implement and assess social and emotional learning.

(D) Disseminate information to educators and the public about advances in research, practices, and policies that foster the social, emotional, and academic growth of students.

(E) Engage families and communities in the social and emotional learning of students served.

(2) ALLOWABLE ACTIVITIES- In the case of a State that receives a grant under this section, the State may carry out the following activities:

(A) Establish a plan and provide competitive subgrants to local education agencies to plan, implement, and evaluate sustainable social and emotional learning programming.

(B) Explore the development of public-private partnerships to fund and support quality implementation and assessment of evidence-based social and emotional learning.

(c) Uses of Funds for Local Education Agencies- In the case of a local educational agency that receives a grant under this section, the local educational agency shall carry out the following activities:

(1) Create district and or school social and emotional learning coordinator(s) and coaches who work with planning teams to plan, implement, evaluate, and monitor evidence-based social and emotional learning programming.

(2) Develop district- and school-level policies and plans to support the implementation, and evaluation of school-wide, evidence-based social and emotional learning programming.

(3) Provide ongoing high-quality professional development and on-site coaching to school administrators, teachers, and paraprofessionals who implement and assess evidence-based social and emotional learning.

(4) Engage families and communities in the social and emotional development and learning of students served.

(5) Provide resources and supports such as planning time, materials, and training sites for school personnel that implement and assess evidence-based social and emotional learning.

(6) Monitor program implementation and assess student progress in social and emotional learning over time.

(7) Disseminate relevant research and information on social and emotional development and learning.

(d) Applications-

(1) IN GENERAL- Applications shall be submitted at such time and in such manner as the Secretary determines.

(2) STATE APPLICATION CONTENTS- A State application shall--

- (A) describe how the State will implement the required activities described in subsection (b)(1);
 - (B) describe how the State will work with the National Training and Technical Assistance Center;
 - (C) describe how the State will provide ongoing support to local education agencies to ensure effective implementation of evidence-based social and emotional learning standards and programming; and
 - (D) describe benchmarks of success for the State initiative.
- (3) LOCAL EDUCATIONAL AGENCY APPLICATION CONTENTS- A local education agency application shall--
- (A) describe how the local education agency will implement the activities described in subsection (c);
 - (B) describe how the local education agency will work with the National Training and Technical Assistance Center;
 - (C) describe how the local education agency will work with the State to support evidence-based social and emotional learning programming and ensure the ongoing support of the local educational agency and school leader in schools where the grant is implemented; and
 - (D) describe benchmarks of success for the local educational agency initiative.
- (e) Priority- In awarding grants, the Secretary shall give priority to applicants serving schools--
- (1) with high numbers or high percentages of low-income students;
 - (2) with high numbers or high percentages of students in schools identified as in need of improvement, corrective action, or restructuring under section 1116 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6316); and
 - (3) having a plan for sustainability of the program beyond the duration of the grant.
- (f) Duration of Grant- Grants under this section shall be awarded for 5 years.
- (g) Report to Secretary- Grantees shall report any information the Secretary deems appropriate at such a time and in such manner as the Secretary shall require.

SEC. 104. EVALUATION.

The Secretary shall conduct an independent evaluation of the activities funded under section 103. This evaluation shall assess the following:

- (1) The impact of evidence-based social and emotional learning programming on student achievement and attainment.
- (2) The impact of evidence-based social and emotional learning on student behavioral outcomes.
- (3) The impact of professional development in social and emotional learning programming on program planning and implementation, teacher practice, and student achievement.

SEC. 105. DEFINITIONS.

In this title:

(1) INSTITUTION OF HIGHER EDUCATION- The term `institution of higher education' has the meaning given such term in section 101 of the Higher Education Act of 1965 (20 U.S.C. 1001).

(2) LOCAL EDUCATIONAL AGENCY; STATE EDUCATIONAL AGENCY- The terms `local educational agency' and `State educational agency' have the meanings given the terms in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

(3) SOCIAL AND EMOTIONAL LEARNING- The term `social and emotional learning' is the process through which children and adults acquire the knowledge, attitudes, and skills associated with the core areas of social and emotional competency including--

(A) self-awareness and self management to achieve school and life success, such as: identifying and recognizing strengths, needs, emotions, values and self-efficacy, impulse control and stress management, self-motivation and discipline, and goal setting and organizational skills;

(B) social awareness and interpersonal skills to establish and maintain positive relationships, such as: perspective taking and respect for others, communication, working cooperatively, negotiation, conflict management, help seeking; and

(C) decisionmaking skills and responsible behaviors in personal, academic and community contexts, such as: situational analysis, problem solving, reflection and personal, social and ethical responsibility.

(4) SOCIAL AND EMOTIONAL LEARNING PROGRAMMING- The term `social and emotional learning programming' refers to classroom instruction and schoolwide activities and initiatives that--

(A) integrate social and emotional learning into school curriculum;

(B) provide systematic instruction whereby social and emotional skills are taught, modeled, practiced, and applied so that students use them as part of their daily behavior;

(C) teach children to apply social and emotional skills to prevent specific problem behaviors such as substance use, violence, bullying, and school failure, and to promote positive behaviors in class, school, and community activities; and

(D) establish safe, caring, learning environments that foster student participation, engagement, and connection to learning and school.

(5) STATE- The term `State' means each of the several States of the United States, the District of Columbia, and the Commonwealth of Puerto Rico.

SEC. 106. AUTHORIZATION OF APPROPRIATIONS.

- There are authorized to be appropriated to carry out this title--
- (1) \$5,000,000 for fiscal year 2010 to carry out section 102;
 - (2) \$30,000,000 for fiscal year 2010 of which--
 - (A) 5 percent shall be reserved to carry out section 104;
 - (B) 25 percent shall be reserved for grants to States under section 103; and
 - (C) 70 percent for grants to local education agencies under section 103; and
 - (3) such sums as may be necessary for fiscal years 2011 through 2014.

TITLE II--ELEMENTARY AND SECONDARY EDUCATION ACT AMENDMENTS

SEC. 201. AMENDMENTS TO THE ELEMENTARY AND SECONDARY EDUCATION ACT.

- (a) School Dropout Prevention Initiative- Subpart 2 of part H of title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6561 et seq.) is amended--
- (1) in section 1822(b)(1), by redesignating subparagraphs (H) through (J) as subparagraphs (I) through (K), respectively, and inserting after subparagraph (G) the following:
 - (H) implementing social and emotional learning programming;'; and
 - (2) in section 1825(2)--
 - (A) after `creating alternative school programs,' strike `and'; and
 - (B) strike the period at the end and insert `, and implementing social and emotional learning programming.'.
- (b) Teacher and Principal Training and Recruiting Fund- Part A of title II is the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6601 et seq.) is amended--
- (1) in section 2113(c)(2)--
 - (A) by striking `and' at the end of subparagraph (A);
 - (B) by striking the period at the end of subparagraph (B) and insert `; and'; and
 - (C) by adding at the end the following:
 - (C) train teachers and principals in practices that have demonstrated effectiveness in improving student achievement, attainment, and behavior through addressing the social and emotional development needs of students such as through social and emotional learning programming.'; and
 - (2) in section 2123(a)(3)(B)(iii)--
 - (A) by striking `and' at the end of (I);
 - (B) by redesignating subclause (II) as subclause (III); and
 - (C) by inserting afer subclause (I) the following:

` (II) addressing the social and emotional development needs of students to improve student achievement and attainment such as through social and emotional learning programming; and'.

(c) Safe and Drug-Free Schools and Communities- Part A of title IV of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7101 et seq.) is amended--

(1) in section 4112--

(A) in subsection (a)(5)(B), by inserting before the semicolon ` and developing and implementing programming that addresses the social and emotional development needs of students'; and

(B) in (c)(2)(D)--

(i) by striking `and' at the end of clause (ii);

(ii) by redesignating clause (iii) as clause (iv); and

(iii) by inserting after clause (ii) the following:

` (iii) training, technical assistance, and demonstration projects to foster a safe and drug-free learning environment by addressing the social and emotional development needs of students through social and emotional learning programming; and';

(2) in section 4114(d)(7)--

(A) in subparagraph (C), by inserting before the semicolon ` and to promote the positive social and emotional development of students'; and

(B) in subparagraph (E)--

(i) by redesignating clauses (iii) through (v) as clauses (iv) through (vi), respectively; and

(ii) by inserting after clause (ii) the following:

` (iii) promotes the positive social and emotional development of students;';

(3) in section 4115--

(A) in subsection (a)(1)--

(i) by redesignating subparagraphs (B) through (E) as subparagraphs (C) through (F), respectively; and

(ii) by inserting after subparagraph (A) the following:

` (B) consider the social and emotional development needs of the students;'; and

(B) in subsection (b)--

(i) in paragraph (1)(A), by inserting before the semicolon the following: ` and promotes the positive social and emotional development of students';

(ii) in paragraph (2)(A)--

(I) by redesignating clauses (iii) through (vii) as clauses (iv) through (viii), respectively; and

(II) by inserting after clause (ii) the following:

` (iii) promote the positive social and emotional development of students, such as through social and emotional learning programming;'; and

(iii) in paragraph (2)(E)--

(I) by redesignating clauses (vii) through (xxii) as clauses (viii) through (xxiii), respectively; and

(II) by inserting after clause (vi) the following:

` (vii) Social and emotional learning programming that have proven effective in addressing the academic, social and emotional development needs of students and in creating safe and drug free learning environments.'; and

(4) in section 4121(a)(2)--

(A) in subparagraph (C), by striking `and' at the end;

(B) in subparagraph (D), by adding `and' at the end; and

(C) by adding at the end the following:

` (E) social and emotional learning programming that have proven effective in addressing the academic, social, and emotional development needs of students and in creating safe and drug-free learning environments;'.`