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112TH CONGRESS
1ST SESSION

S. 1019

To amend the Elementary and Secondary Education Act of 1965 in order to support secondary school reentry programs.

IN THE SENATE OF THE UNITED STATES

MAY 18, 2011

Mr. SANDERS (for himself and Mr. WEBB) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

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A BILL

To amend the Elementary and Secondary Education Act of 1965 in order to support secondary school reentry programs.

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 ''Secondary School Reentry Act of 2011''.

SEC. 2. PURPOSE.

It is the purpose of this Act—

(1) to amend the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) to

increase the role of State educational agencies and local educational agencies in implementing secondary school reentry programs;

(2) to increase the role of State educational agencies and local educational agencies in demonstrating leadership in reaching out to and re-engaging disconnected youth;

(3) to encourage State educational agencies and local educational agencies to develop and implement a plan for identifying and re-engaging young people in a secondary education program that leads to the attainment of a regular secondary school diploma;

(4) to encourage State educational agencies and local educational agencies to establish partnerships with community-based organizations, institutions of higher education, government agencies, businesses, qualified intermediaries, or other 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;

(5) to encourage State educational agencies and local educational agencies to establish a variety of secondary education reentry programs, including such programs that provide opportunities for—

(A) multiple pathways to a secondary school diploma;

(B) compressed and expanded programs that may be combined with dual enrollment in institutions of higher education;

(C) integrated academic and career-themed curricula, with opportunities for students to engage in coordinated, sequenced, and scaled work-based learning opportunities; and

(D) flexibility in awarding credit toward graduation based on demonstrated competency in addition to seat time; and

(6) to support local community partnerships in integrating existing, and often disparate, services into a comprehensive, cross-systems dropout reentry approach.

SEC. 3. FINDINGS.

Congress finds the following:

(1) Each year approximately 1,300,000 students fail to graduate from high school, which is an average of 7,000 students dropping out of high school each day, or 1 student every 9 seconds. According to the National Center for Education Statistics, of those who fail to graduate with their peers, only one-fourth eventually earn a regular high school

diploma, one-fourth earn a General Education Diploma, and about one-half do not earn a high school credential.

(2) The National Center for Education Statistics reports that more than half of high school dropouts are students of color. A low-income student is 10 times more likely to drop out than a middle-income or high-income student, and minority students have a graduation rate of nearly 50 percent. The graduation rate of students of color is as much as 25 percentage points below the graduation rate of White students.

(3) Nearly 38 percent of young female dropouts, ages 16 to 24, were mothers, and becoming a mother was the most common reason that females, ages 16 to 24, dropped out of school.

(4) In the 2008–2009 school year, only 59 percent of persons with disabilities ages 14 to 21 graduated with a standard high school diploma.

(5) The Denver Public Schools and Colorado Youth for a Change analyzed data from students who dropped out of high school in the 2006–2007 school year and found that only 3 percent of students who dropped out of high school were in situa-

tions where they could easily return to the traditional school system.

(6) According to a 2008 study of students who reenrolled in the San Bernardino City Unified School District over a 5-year period, only 18 percent ultimately earned a high school diploma, representing just 6 percent of the students who dropped out of high school.

(7) The Alliance for Excellent Education reports that dropouts from the class of 2010 alone will result in more than $337,000,000,000 in lost wages over the course of such individuals' lifetimes. Increasing the graduation rate and rate of matriculation at institutions of higher education of male students in the United States by just 5 percent could result in a reduction of crime-related costs that would lead to a combined savings and revenue of almost $8,000,000,000.

(8) Over the course of a lifetime, a student who has dropped out of high school earns, on average, about $260,000 less than a high school graduate. According to the Center for Labor Studies at Northeastern University, 54 percent of the Nation's dropouts, ages 16 to 24, were jobless in an average month during 2008. African-American students who

dropped out of high school experienced the highest jobless rate, at 69 percent, followed by Asian-American students who dropped out of high school, at 57 percent, and White students who dropped out of high school, at 54 percent. Hispanic students who dropped out of high school had the lowest jobless rate at 47 percent. In sharp contrast, only about 13 percent of young adults with a postsecondary degree were jobless, on average, in the same time period.

(9) The estimated lifetime revenue loss for male dropouts ages 25 to 34 is $944,000,000,000. If high schools and institutions of higher education in the United States were to raise the graduation rates of Hispanic, African-American, and Native American students to the level of White students by 2020, more than $310,000,000,000 could potentially be added to the economy of the United States, due to the increase in personal income. Individuals who dropped out of high school are also substantially more likely to rely on public assistance than individuals with a high school diploma.

(10) The Center for Labor Studies at Northeastern University reports that male students of all races who have dropped out of high school were 47 times more likely to be incarcerated than their peers

of a similar age who had graduated from a 4-year institution of higher education. Three-quarters of State prison inmates dropped out of high school, and 59 percent of Federal prison inmates dropped out of high school.

(11) The annual cost to the public overall in terms of crime related and welfare benefit costs for individuals who drop out of high school is $24,000,000,000.

SEC. 4. ENHANCED REENTRY PROGRAMS UNDER THE DROPOUT PREVENTION ACT.

Part H of title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6551 et seq.) is amended—

(1) in section 1821—

(A) by redesignating paragraph (2) as paragraph (5);

(B) by inserting after paragraph (1) the following:

''(2) QUALIFIED INTERMEDIARY.—The term 'qualified intermediary' means an entity that—

''(A) works with key partners to broker services, resources, and supports to youth and the organizations and systems that are designed to serve youth; and

''(B) has demonstrated expertise in building, connecting, sustaining, and measuring partnerships with employers, schools, community-based organizations, postsecondary institutions, social service organizations, economic development organizations, and workforce systems that directly support student success.

''(3) REENTRY PROGRAM.—The term 'reentry program' means a program that is designed to encourage and support school dropouts in returning to an educational system, program, or institution in order to obtain a secondary school diploma.

''(4) SCHOOL DROPOUT.—The term 'school dropout' means an individual who—

''(A) is no longer attending school (which may include a student with an extended absence);

''(B) has not received a secondary school diploma; and

''(C) is not more than 24 years of age.''; and

(C) by inserting after paragraph (5) (as redesignated by subparagraph (A)) the following:

''(6) STUDENT WITH AN EXTENDED ABSENCE.—The term 'student with an extended absence' means an individual who is enrolled in school but attends school with insufficient frequency to participate as a regular student.'';

(2) in section 1822—

(A) in subsection (a)(1)—

(i) in subparagraph (A)(ii), by inserting '', or consortia of local educational agencies,'' after ''local educational agencies''; and

(ii) in subparagraph (B), by striking ''subsection (b)(2)'' and inserting ''subsection (b)(3)''; and

(B) in subsection (b)—

(i) by redesignating paragraphs (2) and (3) as paragraphs (3) and (4), respectively;

(ii) in paragraph (1), by inserting '', or consortia of local educational agencies,'' after ''local educational agencies'';

(iii) in paragraph (3), as redesignated by clause (i)—

(I) in the matter preceding subparagraph (A), by striking ''para-

graph (3)'' and inserting ''paragraph (4)'';

(II) in subparagraph (A)—

(aa) in the matter preceding clause (i), by inserting '', or a consortium of local educational agencies,'' after ''a local educational agency''; and

(bb) in clause (i) of subparagraph (A), by inserting '', or the consortium of local educational agencies'' after ''the local educational agency''; and

(III) in subparagraphs (B) through (D), by inserting '', or the consortium of local educational agencies,'' after ''the local educational agency'' each place the term appears; and

(iv) by inserting after paragraph (1) the following:

''(2) REENTRY PROGRAMS.—The State educational agency shall ensure that each local educational agency, or consortium of local educational agencies, that is awarded a subgrant under this sub-

section shall use not less than 30 percent of the subgrant funds for the implementation of reentry programs.'';

(3) in section 1823—

(A) in subsection (a)—

(i) in paragraph (1), by striking ''or local educational agency'' and inserting '', local educational agency, or consortium of local educational agencies''; and

(ii) in paragraph (2), by inserting '', or a consortium of local educational agencies,'' after ''a local educational agency'';

(B) in subsection (b)—

(i) in paragraph (1)—

(I) in subparagraph (A)(i), by striking ''or local educational agency's'' and inserting ''local educational agency's, or consortium's'' each place the term appears;

(II) in subparagraph (B), by inserting '', or the consortium of local educational agencies,'' after ''local educational agency'';

(III) in subparagraph (F), by striking ''and'' at the end;

(IV) in subparagraph (G), by striking the period at the end and inserting ''; and''; and

(V) by adding at the end the following:

''(H) include a description of each reentry program established by the State educational agency, local educational agency, or consortium of local educational agencies as part of a grant or subgrant awarded under this subpart, addressing each reentry program requirement, as described in paragraph (4).''; and

(ii) in paragraph (2)—

(I) in the matter preceding subparagraph (A), by inserting '', or a consortium of local educational agencies,'' after ''a local educational agency''; and

(II) in subparagraphs (A) and (B), by inserting '', or the consortium,'' after ''the local educational agency'' each place the term appears; and

(C) by adding at the end the following:

''(3) APPLICATIONS FOR COMPETITIVE GRANTS.—Each application and plan submitted for a grant under paragraph (1) or (2) of section 1822(a) shall include, in addition to the requirements described in paragraphs (1) and (2), as applicable, a statement of the percentage of grant funds received under this subpart that will be directed toward reentry programs.

''(4) REENTRY PROGRAM REQUIREMENTS.—Each reentry program that is assisted with grant or subgrant funds under this subpart shall include the following:

''(A) SETTING.—A designated setting that is appropriate for a reentry program in accordance with the purposes of the Secondary School Reentry Act of 2011.

''(B) PARTNERSHIP.—A description (including an initial needs assessment, projected program enrollment capacity, and clearly delineated partnership roles) of a partnership between the State educational agency, local educational agency, or consortium of local educational agencies, and not less than 1 of the following entities that has a demonstrated record of expertise and success in assisting the tar-

geted student population and implementing reentry programs in order to provide any of the individual program requirements:

"(i) A community-based organization.

"(ii) An institution of higher education.

"(iii) A local government agency, which may include a law enforcement agency, the juvenile justice system, or a social agency that provides direct services to vulnerable youth.

"(iv) An education provider.

"(v) A business group that provides on-site job training and internships that help students simultaneously earn a secondary school diploma, gain vocational experience and qualifications, and earn income.

"(vi) A community or national service program, including a program authorized under the Serve America Act (42 U.S.C. 12501).

"(vii) A qualified intermediary.

"(viii) A provider of a program authorized under chapter 1 of subpart 2 of

part A of title IV of the Higher Education Act of 1965.

''(C) EXPLANATION OF SERVICES.—A description of why the State educational agency, local educational agency, or consortium of local educational agencies has selected a particular strategy, or strategies, or the provision of particular services, and how such selection will be effective in meeting the needs of students who are targeted and served by the reentry program, by—

''(i) having a demonstrated history of effectively serving youth;

''(ii) reflecting the different challenges faced by the community (which may be based on rural, urban, or suburban status) such as outreach and transportation needs; and

''(iii) including a range of approaches for working with disconnected youth.

''(D) REENROLLMENT COUNSELOR.—The assignment to each participant in the reentry program, a reenrollment counselor who will be responsible for—

"(i) student outreach and family engagement;

"(ii) an initial student assessment and timely enrollment of each student in a program that best meets the needs of the student;

"(iii) the monitoring of student progress, including the creation of a student graduation plan that—

"(I) identifies specific goals for the student; and

"(II) includes coursework and experiences that prepare the student for success in college and careers upon graduation; and

"(iv) the coordination of any special education and related services that may be needed by the student in order to complete the student graduation plan.

"(E) EDUCATION SERVICES.—A well-developed, rigorous, interdisciplinary, education component aligned to State standards, which shall include the following:

"(i) Meaningful and differentiated curricula that sets high expectations, ac-

tively involves students, establishes a clear code of conduct, and provides an emphasis on basic literacy and the skills needed in science, technology, engineering, mathematics, and financial literacy.

''(ii) Flexible scheduling designed to address the barriers students face in returning to, and remaining in, school, such as—

''(I) open-entry and open-exit enrollment;

''(II) year-round enrollment that allows students to return to school at any time;

''(III) classes in the morning, afternoon, and evening, and weekend sessions;

''(IV) classes in various locations and settings in order to accommodate overage students;

''(V) self-paced classes to accommodate working students and variations in attendance; or

''(VI) a variety of course delivery methods to accommodate individual

learning styles and alternative modes of course completion.

''(iii) A low staff-to-student ratio.

''(iv) Opportunities for students to make up previous course failures and take required and elective courses.

''(v) A continuum of educational programs for students in the custody of the State's division of family services or juvenile justice system.

''(vi) A policy of prioritizing, and encouraging students to attain, a regular secondary school diploma rather than a recognized equivalent of a secondary school diploma. Students may be permitted to obtain a recognized equivalent of a secondary school diploma only if the attainment of such equivalent is an element of a pathway toward the achievement of a postsecondary credential or employment in a high-wage, high-growth industry.

''(vii) A policy of encouraging students to continue their education by—

''(I) informing students of postsecondary education opportunities, in-

cluding open enrollment opportunities at State and local institutions of higher education; and

"(II) supporting students in the transition from secondary school to postsecondary education.

"(viii) Special education and related services, as required under part B of the Individuals with Disabilities Education Act or section 504 of the Rehabilitation Act of 1973.

"(ix) If appropriate, transitional programs, such as residential programs.

"(F) COLLEGE AND CAREER READY SERVICES.—The provision of not less than 1 of the following college and career ready services that provide credit for participation (such as an opportunity to earn secondary school and postsecondary education credits through dual enrollment or credit for internships, work experience, community service, or service-learning, which may also increase opportunities for employment):

"(i) Academic instruction combined with training for an industry-recognized

credential, in order to create opportunities for students in careers identified as high-need industries in the local community, which may include—

''(I) on-the-job training or school-to-work internships that will expose students to work practices, help students gain qualifications, and create opportunities for entry in the workforce, including paid work; or

''(II) informing students of career opportunities and supporting students in the transition from secondary school to full-time employment.

''(ii) Service learning projects or national or community service participation that—

''(I) enhances a sense of civic responsibility; and

''(II) promotes the development of applied skills, such as oral and written communication, teamwork, leadership, and critical thinking.

''(iii) Career exploration and development activities for students, such as—

''(I) career academies in areas such as health, military, technology, or green jobs;

''(II) access to mentors and instructors from local businesses;

''(III) instruction in the 'soft skills' needed for employment, including communication skills; or

''(IV) guest speakers, campus visits, and informational interviews.

''(G) STUDENT SUPPORT SERVICES.—The provision of not less than 2 of the following wrap-around student support services (including a needs assessment and identification of the appropriate service) to address the challenges that cause students to leave school without a secondary school diploma, such as the following:

''(i) Targeted programs for—

''(I) individuals who are gang-involved (including violence prevention and conflict resolution programs); and

''(II) pregnant or parenting youth.

''(ii) Additional academic instruction, such as individual tutoring.

''(iii) Classes in areas such as parenting, life skills, and skills needed for the workplace.

''(iv) Opportunities for character education and student self-esteem building.

''(v) Child care or family support services.

''(vi) Mental and emotional health services (including psychological assessments), learning disability diagnosis or assessment, referral and access to special education and related services required under part B of the Individuals with Disabilities Education Act (either as a result of such diagnosis or existing diagnosis), counseling, crisis intervention, birth control and other preventive health resources, or substance abuse services.

''(vii) Access to legal aid services in order to help participants eliminate barriers to reentry program attendance.

''(viii) Access to resources that will provide participants with transportation or housing assistance, or case managers to coordinate additional services, such as ac-

cess to Medicaid, food stamps, and other social programs that address the needs of the entire family, and to serve as a point of access and continued support.

''(ix) Mentors to provide ongoing support during the transition to postsecondary education or employment, and to assist participants with obtaining and maintaining employment or completing a postsecondary education program.

''(H) STAFF INVOLVEMENT.—Staff involvement that is designed to build strong relationships with students and garner community support, including the following:

''(i) Collaborative meetings between teachers, families, and students to establish learning goals and develop an individually tailored educational program plan.

''(ii) Teacher monitoring of student attendance, program participation, behavior, and academic performance, and the timely referral to appropriate resources and services.

''(iii) Attention to a student's instructional needs and course credit require-

ments, as well as a student's day-to-day needs, including any need for special education and related services.

"(iv) Staff who is accessible, both during school and after school hours.

"(I) OUTREACH.—Outreach initiatives, through which the State educational agency, local educational agency, or consortium of local educational agencies shall collaborate and coordinate with the partners described in subparagraph (B) to conduct outreach and provide information sharing between partners. The outreach initiative shall include—

"(i) visitation by the designated re-enrollment counselor with youth who are currently in a detention facility, in order to establish a relationship and create a re-entry plan;

"(ii) an outreach campaign, such as targeted efforts to make personal contact with the parents or legal guardians of students whose age is within the State's established age for compulsory school attendance in order to develop a comprehensive needs assessment and provide information

on the broad range of educational options and services for youth;

''(iii) a community-wide outreach campaign, such as targeted efforts to make personal contact with disengaged youth through either home visitation or phone calls, or the use of print and electronic media; or

''(iv) the establishment of an Internet, call-in, or on the ground information center where disengaged youth can access information regarding reentry programs.

''(J) STAFF RETENTION STRATEGIES.—A collaboration between the State educational agency, local educational agency, or consortium of local educational agencies and the partners described in subparagraph (B) to increase program staff retention by providing—

''(i) competitive pay and benefits;

''(ii) professional development;

''(iii) a low caseload for the reenrollment counselor;

''(iv) opportunities for staff input in program development; and

''(v) opportunities for staff recognition.

''(K) RESEARCH.—An assurance that the activities that will be carried out through the grant project conform with best practices regarding school dropout reentry programs.

''(L) EVALUATION.—Clearly identified goals, input resources, intended outcomes, service quality and processes, and performance measures to evaluate the reentry program.

''(M) DATABASE.—A program placement and outcome database system that tracks, for each reentry program—

''(i) the number of students enrolled in the reentry program;

''(ii) the rate of attendance;

''(iii) the rate of completion;

''(iv) the number of students who obtain a secondary school diploma;

''(v) the rate of enrollment at institutions of higher education;

''(vi) job placement rates;

''(vii) data relating to engagement in criminal activity;

"(viii) data relating to the support services utilized by students; and

"(ix) demographic information about students enrolled in the reentry program, including race or ethnicity, gender, disability status, socioeconomic status, and sexual orientation.

"(N) VULNERABLE GROUPS.—An effort to address the variety of reasons that students drop out of school, including the identification of particularly vulnerable groups and strategies for targeting, engaging, and providing services to such groups to meet the particular needs of each group. Vulnerable groups may include individuals who are, or have previously been, homeless, in foster care, under the custody of the juvenile justice system or criminal justice system, eligible for special education and related services under part B of the Individuals with Disabilities Education Act or section 504 of the Rehabilitation Act of 1973, or identified as high risk, including African-American, Hispanic or Latino, and Native American youth, English Language Learners, migrant youth, lesbian, gay, bisexual, and transgender (LGBT)

youth, youth whose parents are incarcerated, youth with a history of substance abuse or mental health needs, and teen parents.

''(O) ALIGNMENT OF SERVICES.—A demonstration of how programs and services funded under the grant will align with, complement, and not duplicate services provided under this Act, the Workforce Investment Act of 1998 (20 U.S.C. 9201 et seq.), and the Federal Trio Programs established under chapter 1 of subpart 2 of part A of title IV of the Higher Education Act of 1965.''

''(c) PRIORITY.—In awarding grants under paragraphs (1) or (2) of section 1822(a), the Secretary shall give priority to applications from State educational agencies or, in the case of grants awarded under section 1822(a)(1)(A), local educational agencies or consortia of local educational agencies, that—

''(1) serve areas with disproportionately high percentages of young people who have left secondary school without obtaining a secondary school diploma;

''(2) serve areas with high concentrations of young people in families whose family income is not more than 200 percent of the poverty line (as deter-

mined under section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)));

''(3) serve areas with high numbers or percentages of young people who are unemployed or underemployed; and

''(4) demonstrate coordination between the education system, the workforce system, and other public systems (such as the juvenile justice and child welfare systems) in order to leverage resources and funding.'';

(4) in section 1825, in the matter preceding paragraph (1), by inserting '', or consortium of local educational agencies,'' after ''local educational agency'';

(5) in section 1826—

(A) in subsection (a), by inserting '', or consortia of local educational agencies,'' after ''local educational agencies''; and

(B) in subsection (b), by inserting '', or consortium of local educational agencies,'' after ''local educational agency'' each place the term appears;

(6) in section 1827, by inserting '', or a consortium of local educational agencies,'' after ''local educational agency'';

(7) in section 1828—

(A) by inserting ‘‘, or consortium,’’ after ‘‘local educational agency’’; and

(B) by inserting ‘‘, or consortium of local educational agencies,’’ after ‘‘the agency’’;

(8) in section 1830—

(A) in subsection (a)—

(i) by inserting ‘‘, or consortium of local educational agencies,’’ after ‘‘local educational agency’’ each place the term appears; and

(ii) by adding at the end the following:

‘‘(3) DATA RELATING TO REENTRY PROGRAMS.—The report described in paragraph (1) shall include the following data regarding reentry programs offered by the local educational agency or consortium of local educational agencies:

‘‘(A) The types of reentry programs offered, including information about any partnerships with organizations to provide such programs.

‘‘(B) Information about the targeted participants.

"(C) A description of outreach, coordination, and participant support efforts.

"(D) Information about funding levels for each program.

"(E) The rates of participation and completion of reentry programs.

"(F) The number and percentage of students who receive secondary school diplomas.

"(G) The number and percentage of students who receive a recognized equivalent of a secondary school diploma.

"(H) The number and percentage of students who are enrolled in an institution of higher education not more than 6 months after completing a reentry program.

"(I) The number and percentage of students who receive a postsecondary credential.

"(J) Information regarding student participation in career pathway programs and the outcomes of such participation.

"(K) The number and percentage of students who participated in a dual enrollment program, and the average number of credits earned by such students.

''(L) The types of support services utilized by each student.''; and

(B) by striking subsection (c) and inserting the following:

''(c) ACCOUNTABILITY.—

''(1) IN GENERAL.—The Secretary shall conduct a rigorous and high-quality evaluation of the effectiveness of the activities assisted under this subpart on the successful reentry of an individual that results in such individual attaining a secondary school diploma.

''(2) EVALUATION PARTNER.—The Secretary may partner with, or provide a grant to, a third party to conduct the evaluation described in paragraph (1).

''(3) FUNDING.—The Secretary may use not more than 2 percent of the funds appropriated for subpart 1 to carry out the evaluation described in paragraph (1).''.

SEC. 5. ENHANCED FEDERALLY MANDATED SECONDARY SCHOOL INDICATORS.

Part A of title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311 et seq.) is amended—

(1) in section 1111(h)(4)—

(A) in subparagraph (F), by striking ''and'' after the semicolon;

(B) in subparagraph (G), by striking the period and inserting a semicolon; and

(C) by adding at the end the following:

''(H) grade 8 completion data for each local educational agency and each school that serves students in grade 8;

''(I) the number of students who have dropped out of secondary school, enrolled in a reentry program, and received a regular secondary school diploma;

''(J) any demonstrated increase in the rate of student reentry into secondary school or reentry programs over time;

''(K) a description of programs, existing at the time of the report, that are targeted toward increasing secondary school reentry, the number of students participating in each program, and any success rate data related to such programs; and

''(L) the number of students reentering a secondary school pathway and receiving a recognized equivalent of a secondary school diploma.''; and

(2) in section 1112(c)(1)—

(A) in subparagraph (N), by striking ''and'' after the semicolon;

(B) in subparagraph (O), by striking the period and inserting ''; and''; and

(C) by adding at the end the following:

''(P) require each school that is served by the local educational agency and enrolls students in grade 8, to track and report to the local educational agency the rate of student completion of grade 8.''.

SEC. 6. PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK.

Part D of title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6421 et seq.) is amended—

(1) in section 1401—

(A) in subsection (a)—

(i) in paragraph (3), by striking the period at the end and inserting the following: ''and attainment of a secondary school diploma through participation in a secondary school reentry program.''; and

(ii) by adding at the end the following:

''(4) to increase the role of State educational agencies and local educational agencies in ensuring that at-risk youth, school dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children receive a secondary school diploma and support for continuing their education or progressing on a career pathway to employment in a high-wage, high-growth industry.'';

(2) in section 1414(a)(2)—

(A) in subparagraph (B), by striking ''and'' after the semicolon;

(B) in subparagraph (C)(iv), by striking the period at the end and inserting a semicolon; and

(C) by adding at the end the following:

''(D) include a plan for secondary school diploma attainment, which shall include—

''(i) a description of the programs and partnerships that the State educational agency and local educational agency will establish to support the attainment of a secondary school diploma;

''(ii) a plan for outreach; and

''(iii) a description of how the State educational agency or local educational agency will support the transition for such children and youth returning to a public school;

''(E) describe how the State educational agency or local educational agency will provide services to students returning to school after placement in the juvenile justice system, which shall include—

''(i) academic and disciplinary interventions; and

''(ii) counseling, health services, and housing; and

''(F) provide assurances that the State educational agency or local educational agency has established—

''(i) procedures to ensure that each student who has been placed in the juvenile justice system is promptly reenrolled in secondary school or placed in a reentry program that best meets the educational and social needs of the student;

''(ii) procedures for facilitating the transfer of credits that such students have earned during placement in the juvenile justice system;

''(iii) innovative practices aimed at ensuring the educational success of such students; and

''(iv) opportunities for such students to participate in higher education or career pathways.'';

(3) in section 1414(c)—

(A) by striking paragraph (16) and inserting the following:

''(16) provides an assurance that the State educational agency will share responsibility with local educational agencies in developing and implementing secondary school reentry programs, which shall include working with children and youth who dropped out of school before, or as a result of, entering a correctional facility or institution for neglected or delinquent children and youth, to—

''(A) ensure that such children and youth attain a regular secondary school diploma or its recognized equivalent, if the attainment of such equivalent is an element of a pathway, planned

by the State agency, local educational agency, or a partner of such agencies, toward a career or the achievement of a postsecondary credential; and

''(B) develop a plan for outreach and dissemination of program information regarding academic or career pathway opportunities for youth;'';

(B) in paragraph (18), by striking ''and'' after the semicolon;

(C) in paragraph (19), by striking the period at the end and inserting ''; and''; and

(D) by adding at the end the following:

''(20) describes how school-based administrators will—

''(A) track students who are involved with the reentry program; and

''(B) share responsibility with program providers in supporting the transition process for returning students who enter a reentry program.''; and

(4) in section 1415(a)(2)(B)—

(A) in clause (ii), by striking ''and'' after the semicolon;

(B) in clause (iii), by inserting ''and'' after the semicolon; and

(C) by adding at the end the following:

''(iv) emphasize the attainment of a secondary school diploma rather than a recognized equivalent of a secondary school diploma;''.

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