

105TH CONGRESS
1ST SESSION

S. 1295

To provide for dropout prevention.

IN THE SENATE OF THE UNITED STATES

OCTOBER 20, 1997

Mr. BINGAMAN introduced the following bill; which was read twice and referred to the Committee on Labor and Human Resources

A BILL

To provide for dropout prevention.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE; TABLE OF TITLES.**

4 (a) **SHORT TITLE.**—This Act may be cited as the
5 “National Dropout Prevention Act of 1997”.

6 (b) **TABLE OF TITLES.**—The table of titles of this
7 Act is as follows:

TITLE I—DROPOUT PREVENTION

TITLE II—AMENDMENTS TO THE CARL D. PERKINS VOCATIONAL
AND APPLIED TECHNOLOGY EDUCATION ACT

TITLE III—DROPOUT PREVENTION IN THE HIGHER EDUCATION
ACT OF 1965

TITLE IV—STATE RESPONSIBILITIES

1 **TITLE I—DROPOUT PREVENTION**

2 **SEC. 101. DROPOUT PREVENTION.**

3 Part C of title V of the Elementary and Secondary
4 Education Act of 1965 (20 U.S.C. 7261 et seq.) is amend-
5 ed to read as follows:

6 **“PART C—ASSISTANCE TO ADDRESS SCHOOL**

7 **DROPOUT PROBLEMS**

8 **“Subpart 1—Coordinated National Strategy**

9 **“SEC. 5311. NATIONAL ACTIVITIES.**

10 “(a) NATIONAL PRIORITY.—It shall be a national pri-
11 ority, for the 5-year period beginning on the date of enact-
12 ment of the National Dropout Prevention Act of 1997, to
13 lower the school dropout rate, and increase school comple-
14 tion, for middle school and secondary school students in
15 accordance with Federal law. As part of this priority, all
16 Federal agencies that carry out activities that serve stu-
17 dents at risk of dropping out of school or that are intended
18 to help address the school dropout problem shall make
19 school dropout prevention a top priority in the agencies’
20 funding priorities during the 5-year period.

21 “(b) ENHANCED DATA COLLECTION.—The Secretary
22 shall collect systematic data on the participation of dif-
23 ferent racial and ethnic groups (including migrant and
24 limited English proficient students) in all Federal pro-
25 grams.

1 **“SEC. 5312. NATIONAL SCHOOL DROPOUT PREVENTION**
2 **STRATEGY.**

3 “(a) **PLAN.**—The Director shall develop, implement,
4 and monitor an interagency plan (in this section referred
5 to as the “plan”) to assess the coordination, use of re-
6 sources, and availability of funding under Federal law that
7 can be used to address school dropout prevention, or mid-
8 dle school or secondary school reentry. The plan shall be
9 completed and transmitted to the Secretary and Congress
10 not later than 180 days after the first Director is ap-
11 pointed.

12 “(b) **COORDINATION.**—The plan shall address inter-
13 and intra-agency program coordination issues at the Fed-
14 eral level with respect to school dropout prevention and
15 middle school and secondary school reentry, assess the
16 targeting of existing Federal services to students who are
17 most at risk of dropping out of school, and the cost-effec-
18 tiveness of various programs and approaches used to ad-
19 dress school dropout prevention.

20 “(c) **AVAILABLE RESOURCES.**—The plan shall also
21 describe the ways in which State and local agencies can
22 implement effective school dropout prevention programs
23 using funds from a variety of Federal programs, including
24 the programs under title I of the Elementary and Second-
25 ary Education Act of 1965 (20 U.S.C. 6301 et seq.) and

1 the School-to-Work Opportunities Act of 1994 (20 U.S.C.
2 6101 et seq.).

3 “(d) SCOPE.—The plan will address all Federal pro-
4 grams with school dropout prevention or school reentry
5 elements or objectives, programs under chapter 1 of sub-
6 part 2 of part A of title IV of the Higher Education Act
7 of 1965 (20 U.S.C. 1070a–11 et seq.), title I of the Ele-
8 mentary and Secondary Education Act of 1965 (20 U.S.C.
9 6301 et seq.), the School-to-Work Opportunities Act of
10 1994 (20 U.S.C. 6101 et seq.), and part B of title IV
11 of the Job Training Partnership Act (29 U.S.C. 1691 et
12 seq.), and other programs.

13 **“SEC. 5313. NATIONAL CLEARINGHOUSE.**

14 “Not later than 6 months after the date of enactment
15 of the National Dropout Prevention Act of 1997, the Di-
16 rector shall establish a national clearinghouse on effective
17 school dropout prevention, intervention and reentry pro-
18 grams. The clearinghouse shall be established through a
19 competitive grant or contract awarded to an organization
20 with a demonstrated capacity to provide technical assist-
21 ance and disseminate information in the area of school
22 dropout prevention, intervention, and reentry programs.
23 The clearinghouse shall—

24 “(1) collect and disseminate to educators, par-
25 ents, and policymakers information on research, ef-

1 fective programs, best practices, and available Fed-
2 eral resources with respect to school dropout preven-
3 tion, intervention, and reentry programs, including
4 dissemination by an electronically accessible
5 database, a worldwide Web site, and a national jour-
6 nal; and

7 “(2) provide technical assistance regarding se-
8 curing resources with respect to, and designing and
9 implementing, effective and comprehensive school
10 dropout prevention, intervention, and reentry pro-
11 grams.

12 **“SEC. 5314. NATIONAL RECOGNITION PROGRAM.**

13 “(a) IN GENERAL.—The Director shall carry out a
14 national recognition program that recognizes schools that
15 have made extraordinary progress in lowering school drop-
16 out rates under which a public middle school or secondary
17 school from each State will be recognized. The Director
18 shall use uniform national guidelines that are developed
19 by the Director for the recognition program and shall rec-
20 ognize schools from nominations submitted by State edu-
21 cational agencies.

22 “(b) ELIGIBLE SCHOOLS.—The Director may recog-
23 nize any public middle school or secondary school (includ-
24 ing a charter school) that has implemented comprehensive

1 reforms regarding the lowering of school dropout rates for
2 all students at that school.

3 “(c) SUPPORT.—The Director may make monetary
4 awards to schools recognized under this section, in
5 amounts determined by the Director. Amounts received
6 under this section shall be used for dissemination activities
7 within the school district or nationally.

8 **“Subpart 2—National School Dropout Prevention**
9 **Initiative**

10 **“SEC. 5321. FINDINGS.**

11 “Congress finds that, in order to lower dropout rates
12 and raise academic achievement levels, improved and rede-
13 signed schools must—

14 “(1) challenge all children to attain their high-
15 est academic potential; and

16 “(2) ensure that all students have substantial
17 and ongoing opportunities to—

18 “(A) achieve high levels of academic and
19 technical skills;

20 “(B) prepare for college and careers;

21 “(C) learn by doing;

22 “(D) work with teachers in small schools
23 within schools;

24 “(E) receive ongoing support from adult
25 mentors;

1 “(F) access a wide variety of information
2 about careers and postsecondary education and
3 training;

4 “(G) use technology to enhance and moti-
5 vate learning; and

6 “(H) benefit from strong links among mid-
7 dle schools, secondary schools, and postsecond-
8 ary institutions.

9 **“SEC. 5322. PROGRAM AUTHORIZED.**

10 “(a) ALLOTMENTS TO STATES.—

11 “(1) IN GENERAL.—From the sum made avail-
12 able under section 5332(b) for a fiscal year the Sec-
13 retary shall make an allotment to each State in an
14 amount that bears the same relation to the sum as
15 the amount the State received under title I of the
16 Elementary and Secondary Education Act of 1965
17 (20 U.S.C. 6301 et seq.) for the preceding fiscal
18 year bears to the amount received by all States
19 under such title for the preceding fiscal year.

20 “(2) DEFINITION OF STATE.—In this subpart,
21 the term “State” means each of the several States
22 of the United States, the District of Columbia, the
23 Commonwealth of Puerto Rico, the United States
24 Virgin Islands, Guam, American Samoa, the Com-
25 monwealth of the Northern Mariana Islands, the Re-

1 public of the Marshall Islands, the Federated States
2 of Micronesia, and the Republic of Palau.

3 “(b) GRANTS.—From amounts made available to a
4 State under subsection (a), the State educational agency
5 may award grants to public middle schools or secondary
6 schools, that have school dropout rates which are in the
7 highest $\frac{1}{3}$ of all school dropout rates in the State, to en-
8 able the schools to pay only the startup and implementa-
9 tion costs of effective, sustainable, coordinated, and whole
10 school dropout prevention programs that involve activities
11 such as—

12 “(1) professional development;

13 “(2) obtaining curricular materials;

14 “(3) release time for professional staff; and

15 “(4) planning and research.

16 “(b) INTENT OF CONGRESS.—It is the intent of Con-
17 gress that the activities started or implemented under sub-
18 section (a) shall be continued with funding provided under
19 part A of title I of the Elementary and Secondary Edu-
20 cation Act of 1965 (20 U.S.C. 6311 et seq.).

21 “(c) NUMBER.—The State educational agency shall
22 award not more than 1,000 grants under this subpart dur-
23 ing the first year that the State receives an allotment
24 under this subpart, not more than 1,500 grants during

1 the second such year, and not more than 2,000 grants
2 during the third such year.

3 “(d) AMOUNT.—

4 “(1) IN GENERAL.—Subject to subsection (e)
5 and except as provided in paragraph (2), a grant
6 under this subpart shall be awarded—

7 “(A) in the first year that a school receives
8 a grant payment under this subpart, in an
9 amount that is not less than \$50,000 and not
10 more than \$100,000, based on factors such
11 as—

12 “(i) school size;

13 “(ii) costs of the model being imple-
14 mented; and

15 “(iii) local cost factors such as poverty
16 rates;

17 “(B) in the second such year, in an
18 amount that is not less than 75 percent of the
19 amount the school received under this subpart
20 in the first such year;

21 “(C) in the third year, in an amount that
22 is not less than 50 percent of the amount the
23 school received under this subpart in the first
24 such year; and

1 “(D) in each succeeding year in an amount
2 that is not less than 30 percent of the amount
3 the school received under this subpart in the
4 first such year.

5 “(2) INCREASES.—The Director shall increase
6 the amount awarded to a school under this subpart
7 by 10 percent if the school creates smaller learning
8 communities within the school and the creation is
9 certified by the State educational agency.

10 “(e) DURATION.—A grant under this subpart shall
11 be awarded for a period of 3 years, and may be continued
12 for a period of 2 additional years if the State educational
13 agency determines, based on the annual reports described
14 in section 5328(a), that significant progress has been
15 made in lowering the school dropout rate for students par-
16 ticipating in the program assisted under this subpart com-
17 pared to students at similar schools who are not partici-
18 pating in the program.

19 **“SEC. 5323. STRATEGIES AND ALLOWABLE MODELS.**

20 “(a) STRATEGIES.—Each school receiving a grant
21 under this subpart shall implement research-based, sus-
22 tainable, and widely replicated, strategies for school drop-
23 out prevention and reentry that address the needs of an
24 entire school population rather than a subset of students.
25 The strategies may include—

1 “(1) specific strategies for targeted purposes;
2 and

3 “(2) approaches such as breaking larger schools
4 down into smaller learning communities and other
5 comprehensive reform approaches, developing clear
6 linkages to career skills and employment, and ad-
7 dressing specific gatekeeper hurdles that often limit
8 student retention and academic success.

9 “(b) ALLOWABLE MODELS.—The Director shall an-
10 nually establish and publish in the Federal Register the
11 principles, criteria, models, and other parameters regard-
12 ing the types of effective, proven program models that are
13 allowed to be used under this subpart, based on existing
14 research.

15 “(c) CAPACITY BUILDING.—

16 “(1) IN GENERAL.—The Director, through a
17 contract with a non-Federal entity, shall conduct a
18 capacity building and design initiative in order to in-
19 crease the types of proven strategies for dropout
20 prevention on a schoolwide level.

21 “(2) NUMBER AND DURATION.—

22 “(A) NUMBER.—The Director shall award
23 not more than 5 contracts under this sub-
24 section.

1 “(B) DURATION.—The Director shall
2 award a contract under this section for a period
3 of not more than 5 years.

4 “(d) SUPPORT FOR EXISTING REFORM NET-
5 WORKS.—

6 “(1) IN GENERAL.—The Director shall provide
7 appropriate support to eligible entities to enable the
8 eligible entities to provide training, materials, devel-
9 opment, and staff assistance to schools assisted
10 under this subpart.

11 “(2) DEFINITION OF ELIGIBLE ENTITY.—The
12 term ‘eligible entity’ means an entity that, prior to
13 the date of enactment of the National Dropout Pre-
14 vention Act of 1997—

15 “(A) provided training, technical assist-
16 ance, and materials to 100 or more elementary
17 schools or secondary schools; and

18 “(B) developed and published a specific
19 educational program or design for use by the
20 schools.

21 **“SEC. 5324. SELECTION OF SCHOOLS.**

22 “(a) SCHOOL APPLICATION.—

23 “(1) IN GENERAL.—Each school desiring a
24 grant under this subpart shall submit an application
25 to the State educational agency at such time, in

1 such manner, and accompanied by such information
2 as the State educational agency may require.

3 “(2) CONTENTS.—Each application submitted
4 under paragraph (1) shall—

5 “(A) contain a certification from the local
6 educational agency serving the school that—

7 “(i) the school has the highest number
8 or rates of school dropouts in the age
9 group served by the local educational agen-
10 cy;

11 “(ii) the local educational agency is
12 committed to providing ongoing oper-
13 ational support, for the school’s com-
14 prehensive reform plan to address the
15 problem of school dropouts, for a period of
16 5 years; and

17 “(iii) the local educational agency will
18 support the plan, including—

19 “(I) release time for teacher
20 training;

21 “(II) efforts to coordinate activi-
22 ties for feeder schools; and

23 “(III) encouraging other schools
24 served by the local educational agency
25 to participate in the plan;

1 “(B) demonstrate that the faculty and ad-
2 ministration of the school have agreed to apply
3 for assistance under this subpart, and provide
4 evidence of the school’s willingness and ability
5 to use the funds under this subpart, including
6 providing an assurance of the support of 80
7 percent or more of the professional staff at the
8 school;

9 “(C) describe the instructional strategies
10 to be implemented, how the strategies will serve
11 all students, and the effectiveness of the strate-
12 gies;

13 “(D) describe a budget and timeline for
14 implementing the strategies;

15 “(E) contain evidence of interaction with
16 an eligible entity described in section
17 5323(d)(2);

18 “(F) contain evidence of coordination with
19 existing resources;

20 “(G) provide an assurance that funds pro-
21 vided under this subpart will supplement and
22 not supplant other Federal, State, and local
23 funds;

1 “(H) describe how the activities to be as-
2 sisted conform with an allowable model de-
3 scribed in section 5323(b); and

4 “(I) demonstrate that the school and local
5 educational agency have agreed to conduct a
6 schoolwide program under 1114.

7 “(b) STATE AGENCY REVIEW AND AWARD.—The
8 State educational agency shall review applications and
9 award grants to schools under subsection (a) according to
10 a review by a panel of experts on school dropout preven-
11 tion.

12 “(c) CRITERIA.—The Director shall establish clear
13 and specific selection criteria for awarding grants to
14 schools under this subpart. Such criteria shall be based
15 on school dropout rates and other relevant factors for
16 State educational agencies to use in determining the num-
17 ber of grants to award and the type of schools to be award-
18 ed grants.

19 “(d) ELIGIBILITY.—

20 “(1) IN GENERAL.—A school is eligible to re-
21 ceive a grant under this subpart if the school is—

22 “(A) a public school—

23 “(i) that is eligible to receive assist-
24 ance under part A of title I of the Elemen-
25 tary and Secondary Education Act of 1965

1 (20 U.S.C. 6311 et seq.), including a com-
2 prehensive secondary school, a vocational
3 or technical secondary school, and a char-
4 ter school; and

5 “(ii)(I) that serves students 50 per-
6 cent or more of whom are low-income indi-
7 viduals; or

8 “(II) with respect to which the feeder
9 schools that provide the majority of the in-
10 coming students to the school serve stu-
11 dents 50 percent or more of whom are low-
12 income individuals; or

13 “(B) is participating in a schoolwide pro-
14 gram under section 1114 during the grant pe-
15 riod.

16 “(2) OTHER SCHOOLS.—A private or parochial
17 school, an alternative school, or a school within a
18 school, is not eligible to receive a grant under this
19 subpart, but an alternative school or school within a
20 school may be served under this subpart as part of
21 a whole school reform effort within an entire school
22 building.

23 “(e) COMMUNITY-BASED ORGANIZATIONS.—A school
24 that receives a grant under this subpart may use the grant

1 funds to secure necessary services from a community-
2 based organization, including private sector entities, if—

3 “(1) the school approves the use;

4 “(2) the funds are used to provide school drop-
5 out prevention and reentry activities related to
6 schoolwide efforts; and

7 “(3) the community-based organization has
8 demonstrated the organization’s ability to provide ef-
9 fective services as described in section 107(a) of the
10 Job Training Partnership Act (29 U.S.C. 1517(a)).

11 “(f) COORDINATION.—Each school that receives a
12 grant under this subpart shall coordinate the activities as-
13 sisted under this subpart with other Federal programs,
14 such as programs assisted under chapter 1 of subpart 2
15 of part A of title IV of the Higher Education Act of 1965
16 (20 U.S.C. 1070a–11 et seq.) and the School-to-Work Op-
17 portunities Act of 1994 (20 U.S.C. 6101 et seq.).

18 **“SEC. 5325. DISSEMINATION ACTIVITIES.**

19 “Each school that receives a grant under this subpart
20 shall provide information and technical assistance to other
21 schools within the school district, including presentations,
22 document-sharing, and joint staff development.

23 **“SEC. 5326. PROGRESS INCENTIVES.**

24 “Notwithstanding any other provision of law, each
25 local educational agency that receives funds under title I

1 of the Elementary and Secondary Education Act of 1965
2 (20 U.S.C. 6301 et seq.) shall use such funding to provide
3 assistance to schools served by the agency that have not
4 made progress toward lowering school dropout rates after
5 receiving assistance under this subpart for 2 fiscal years.

6 **“SEC. 5327. SCHOOL DROPOUT RATE CALCULATION.**

7 “For purposes of calculating a school dropout rate
8 under this subpart, a school shall use—

9 “(1) the annual event school dropout rate for
10 students leaving a school in a single year determined
11 in accordance with the National Center for Edu-
12 cation Statistics’ Common Core of Data, if available;
13 or

14 “(2) in other cases, a standard method for cal-
15 culating the school dropout rate as determined by
16 the State educational agency.

17 **“SEC. 5328. REPORTING AND ACCOUNTABILITY.**

18 “(a) REPORTING.—In order to receive funding under
19 this subpart for a fiscal year after the first fiscal year a
20 school receives funding under this subpart, the school shall
21 provide, on an annual basis, to the Director a report re-
22 garding the status of the implementation of activities
23 funded under this subpart, the disaggregated outcome
24 data for students at schools assisted under this subpart
25 such as dropout rates, and certification of progress from

1 the eligible entity whose strategies the school is imple-
2 menting.

3 “(b) ACCOUNTABILITY.—On the basis of the reports
4 submitted under subsection (a), the Director shall evaluate
5 the effect of the activities assisted under this subpart on
6 school dropout prevention compared to a control group.

7 **“SEC. 5329. PROHIBITION ON TRACKING.**

8 “(a) IN GENERAL.—A school shall be ineligible to re-
9 ceive funding under this subpart for a fiscal year, if the
10 school—

11 “(1) has in place a general education track;

12 “(2) provides courses with significantly dif-
13 ferent material and requirements to students at the
14 same grade level; or

15 “(3) fails to encourage all students to take a
16 core curriculum of courses.

17 “(b) REGULATIONS.—The Secretary shall promul-
18 gate regulations implementing subsection (a).

19 **“Subpart 3—Definitions; Authorization of**
20 **Appropriations**

21 **“SEC. 5331. DEFINITIONS.**

22 “In this Act:

23 “(1) DIRECTOR.—The term “Director” means
24 the Director of the Office of Dropout Prevention and

1 Program Completion established under section 219
2 of the General Education Provisions Act.

3 “(2) LOW-INCOME.—The term “low-income”,
4 used with respect to an individual, means an individ-
5 ual determined to be low-income in accordance with
6 measures described in section 1113(a)(5) of the Ele-
7 mentary and Secondary Education Act of 1965 (20
8 U.S.C. 6313(a)(5)).

9 “(3) SCHOOL DROPOUT.—The term “school
10 dropout” has the meaning given the term in section
11 4(17) of the School-to-Work Opportunities Act of
12 1994 (20 U.S.C. 6103(17)).

13 **“SEC. 5332. AUTHORIZATION OF APPROPRIATIONS.**

14 “(a) SUBPART 1.—There are authorized to be appro-
15 priated to carry out subpart 1, \$5,000,000 for fiscal year
16 1999 and such sums as may be necessary for each of the
17 4 succeeding fiscal years.

18 “(b) SUBPART 2.—There are authorized to be appro-
19 priated to carry out subpart 2, \$95,000,000 for fiscal year
20 1999 and such sums as may be necessary for each of the
21 4 succeeding fiscal years, of which—

22 “(1) \$75,000,000 shall be available to carry out
23 section 5322; and

24 “(2) \$20,000,000 shall be available to carry out
25 section 5323.”.

1 **SEC. 102. OFFICE OF DROPOUT PREVENTION AND PRO-**
2 **GRAM COMPLETION.**

3 Title II of the Department of Education Organization
4 Act (20 U.S.C. 3411) is amended—

5 (1) by redesignating section 216 (as added by
6 Public Law 103–227) as section 218; and

7 (2) by adding after section 218 (as redesignated
8 by paragraph (1)) the following:

9 “OFFICE OF DROPOUT PREVENTION AND PROGRAM
10 COMPLETION

11 “SEC. 219. (a) ESTABLISHMENT.—There shall be in
12 the Department of Education an Office of Dropout Pre-
13 vention and Program Completion (hereafter in this section
14 referred to as the ‘Office’), to be administered by the Di-
15 rector of the Office of Dropout Prevention and Program
16 Completion. The Director of the Office shall report di-
17 rectly to the Secretary and shall perform such additional
18 functions as the Secretary may prescribe.

19 “(b) DUTIES.—The Director of the Office of Dropout
20 Prevention and Program Completion (hereafter in this
21 section referred to as the ‘Director’), through the Office,
22 shall—

23 “(1) help coordinate Federal, State, and local
24 efforts to lower school dropout rates and increase
25 program completion by middle school, secondary
26 school, and college students;

1 “(2) recommend Federal policies, objectives,
2 and priorities to lower school dropout rates and in-
3 crease program completion;

4 “(3) oversee the implementation of subpart 2 of
5 part C of title V of the Elementary and Secondary
6 Education Act of 1965;

7 “(4) develop and implement the National
8 School Dropout Prevention Strategy under section
9 5312 of the Elementary and Secondary Education
10 Act of 1965;

11 “(5) annually prepare and submit to Congress
12 and the Secretary a national report describing ef-
13 forts and recommended actions regarding school
14 dropout prevention and program completion;

15 “(6) recommend action to the Secretary and the
16 President, as appropriate, regarding school dropout
17 prevention and program completion; and

18 “(7) consult with and assist State and local
19 governments regarding school dropout prevention
20 and program completion.

21 “(c) SCOPE OF DUTIES.—The scope of the Director’s
22 duties under subsection (b) shall include examination of
23 all Federal and non-Federal efforts related to—

24 “(1) promoting program completion for children
25 attending middle school or secondary school;

1 “(2) programs to obtain a secondary school di-
2 ploma or its recognized equivalent (including general
3 equivalency diploma (GED) programs), or college
4 degree programs; and

5 “(3) reentry programs for individuals aged 12
6 to 24 who are out of school.

7 “(d) DETAILING.—In carrying out the Director’s du-
8 ties under this section, the Director may request the head
9 of any Federal department or agency to detail personnel
10 who are engaged in school dropout prevention activities
11 to another Federal department or agency in order to im-
12 plement the National School Dropout Prevention Strat-
13 egy.”.

14 **TITLE II—AMENDMENTS TO THE**
15 **CARL D. PERKINS VOCA-**
16 **TIONAL AND APPLIED TECH-**
17 **NOLOGY EDUCATION ACT**

18 **SEC. 201. PERFORMANCE MEASURES AND EXPECTED LEV-**
19 **ELS OF PERFORMANCE.**

20 Section 115 of the Carl D. Perkins Vocational and
21 Applied Technology Education Act (20 U.S.C. 2325) is
22 amended to read as follows:

1 **“SEC. 115. PERFORMANCE MEASURES AND EXPECTED LEV-**
2 **ELS OF PERFORMANCE.**

3 “(a) ESTABLISHMENT OF PERFORMANCE MEAS-
4 URES.—After consultation with State educational agen-
5 cies, local educational agencies, eligible recipients, and
6 other interested parties (including representatives of busi-
7 ness and representatives of labor organizations), the Sec-
8 retary—

9 “(1) shall establish and publish performance
10 measures to assess the progress of each State edu-
11 cational agency in achieving—

12 “(A) student mastery of academic skills;

13 “(B) student mastery of vocational skill
14 proficiencies for students in vocational edu-
15 cation programs, that are necessary for the re-
16 ceipt of a secondary school diploma or its recog-
17 nized equivalent, or a secondary school skill cer-
18 tificate; and

19 “(C) placement in, retention in, and com-
20 pletion of, secondary school education (as deter-
21 mined under State law) and postsecondary edu-
22 cation; and

23 “(2) may establish and publish performance
24 measures to assess the progress of each State edu-
25 cational agency in achieving—

1 “(A) student mastery of job readiness
2 skills;

3 “(B) receipt of a postsecondary degree or
4 certificate;

5 “(C) placement and retention in employ-
6 ment and in military service, including for spe-
7 cial populations;

8 “(D) participation in and completion of
9 nontraditional vocational education programs;
10 and

11 “(E) other performance measures as deter-
12 mined by the Secretary.

13 “(b) EXPECTED LEVELS OF PERFORMANCE.—In de-
14 veloping a State plan under section 113, each State shall
15 negotiate with the Secretary the expected levels of per-
16 formance for the performance measures described in
17 subsection (a).”.

18 **SEC. 202. STATE LEADERSHIP ACTIVITIES.**

19 Section 201 of the Carl D. Perkins Vocational and
20 Applied Technology Education Act (20 U.S.C. 2331 et
21 seq.) is amended to read as follows:

22 **“SEC. 201. STATE LEADERSHIP ACTIVITIES.**

23 “(a) MANDATORY.—Each State shall use the funds
24 reserved under section 102(a)(3) to conduct State leader-
25 ship activities that further the development, implementa-

1 tion, and improvement of vocational education within the
2 State and that are integrated, to the maximum extent pos-
3 sible, with challenging State academic standards, includ-
4 ing—

5 “(1) providing comprehensive professional de-
6 velopment (including initial teacher preparation) for
7 vocational, academic, guidance, and administrative
8 personnel, that—

9 “(A) will help the teachers and personnel
10 to meet the expected levels of performance es-
11 tablished under section 115;

12 “(B) reflects the State educational agen-
13 cy’s assessment of the State educational agen-
14 cy’s needs for professional development; and

15 “(C) is integrated with the professional de-
16 velopment activities that the State carries out
17 under title II of the Elementary and Secondary
18 Education Act of 1965 (20 U.S.C. 6001 et
19 seq.);

20 “(2) monitoring and evaluating the quality of,
21 and improvement in, activities conducted with assist-
22 ance under this title; and

23 “(3) ensuring that sufficient vocational edu-
24 cation programs are provided under this title for

1 adults and school dropouts to complete their second-
2 ary school education.

3 “(b) PERMISSIVE.—Each State may use the funds re-
4 served under section 102(a)(3) for—

5 “(1) improving guidance and counseling pro-
6 grams that assist students in making informed edu-
7 cation and vocational decisions;

8 “(2) supporting vocational student organiza-
9 tions, especially with respect to efforts to increase
10 the participation of students who are members of
11 special populations;

12 “(3) providing assistance to students who have
13 participated in services and activities under this title
14 in finding an appropriate job and continuing their
15 education;

16 “(4) developing and disseminating curricula
17 that are aligned, as appropriate, with challenging
18 State academic standards, and vocational and tech-
19 nological skills;

20 “(5) promoting gender equity in secondary and
21 postsecondary vocational education;

22 “(6) supporting tech-prep education activities;

23 “(7) improving and expanding the use of tech-
24 nology in instruction;

1 “(8) supporting partnerships among local edu-
 2 cational agencies, institutions of higher education,
 3 adult education providers, and, as appropriate, other
 4 entities, such as employers, labor organizations, par-
 5 ents, and local partnerships, to enable students to
 6 achieve to challenging State academic standards,
 7 and vocational and technological skills; and

8 “(9) serving individuals in State institutions,
 9 such as State correctional institutions and institu-
 10 tions that serve individuals with disabilities.”.

11 **SEC. 203. LOCAL ACTIVITIES.**

12 Subsection (c) of section 235 of the Carl D. Perkins
 13 Vocational and Applied Technology Education Act (20
 14 U.S.C. 2342(c)) is amended to read as follows:

15 “(c) LOCAL ACTIVITIES.—

16 “(1) MANDATORY.—Funds made available to
 17 an eligible recipient under this part shall be used—

18 “(A) to conduct vocational education pro-
 19 grams, and technological education programs
 20 related to vocational education, that further
 21 student achievement;

22 “(B) to provide services and activities that
 23 are of sufficient size, scope, and quality to be
 24 effective;

1 “(C) to integrate academic education with
2 vocational education for students participating
3 in vocational education;

4 “(D) to provide services and activities de-
5 signed to engage students of varying levels of
6 academic performance;

7 “(E) to link secondary education (as deter-
8 mined under State law) and postsecondary edu-
9 cation, including implementing tech-prep pro-
10 grams;

11 “(F) to provide professional development
12 activities to teachers, counselors, and adminis-
13 trators, including—

14 “(i) inservice and preservice training
15 in state-of-the-art vocational education pro-
16 grams;

17 “(ii) internship programs that provide
18 business experience to teachers; and

19 “(iii) programs designed to train
20 teachers specifically in the use and applica-
21 tion of technology;

22 “(G) to improve or expand the use of tech-
23 nology in vocational instruction, including pro-
24 fessional development in the use of technology,
25 which may include distance learning;

1 “(H) to expand, improve, and modernize
2 quality vocational education programs;

3 “(I) to provide access to quality vocational
4 education programs for students, including stu-
5 dents who are members of special populations;

6 “(J) to develop and implement perform-
7 ance management systems and evaluations;

8 “(K) to promote gender equity in second-
9 ary and postsecondary vocational education;
10 and

11 “(L) to provide vocational education pro-
12 grams for adults and school dropouts to com-
13 plete their secondary school education.

14 “(2) PERMISSIVE.—Funds made available to an
15 eligible recipient under this part may be used—

16 “(A) to carry out student internships;

17 “(B) to provide guidance and counseling
18 for students participating in vocational edu-
19 cation programs;

20 “(C) to acquire and adapt equipment, in-
21 cluding instructional aids;

22 “(D) to support vocational student organi-
23 zations;

24 “(E) to provide assistance to students who
25 have participated in services and activities

1 under this title in finding an appropriate job
2 and continuing their education; and

3 “(F) to support other activities that are
4 consistent with the purpose of this Act.”.

5 **TITLE III—DROPOUT PREVEN-**
6 **TION IN THE HIGHER EDU-**
7 **CATION ACT OF 1965**

8 **SEC. 301. TRIO MIDDLE SCHOOL PROGRAM.**

9 Chapter 1 of subpart 2 of part A of title IV of the
10 Higher Education Act of 1965 (20 U.S.C. 1070a–11 et
11 seq.) is amended—

12 (1) by redesignating section 402H as 402I; and

13 (2) by inserting after section 402G the follow-
14 ing:

15 **“SEC. 402H. TRIO MIDDLE SCHOOL PROGRAM.**

16 “(a) PROGRAM AUTHORITY.—The Secretary shall
17 carry out a program to be known as the Trio Middle
18 School Program which shall be designed to generate skills
19 and motivation necessary for success in making the transi-
20 tion to secondary school and completing secondary school.

21 “(b) PERMISSIBLE SERVICES.—Any Trio Middle
22 School project assisted under this chapter may provide
23 services to students in grades 6, 7, or 8, such as—

1 “(1) instruction in reading, writing, study
2 skills, mathematics, and other subjects necessary for
3 success in making the transition to secondary school;

4 “(2) personal counseling;

5 “(3) academic advice and assistance in course
6 selection and preparation for secondary school;

7 “(4) tutorial services;

8 “(5) exposure to cultural events, academic pro-
9 grams, and other activities not usually available to
10 disadvantaged youth;

11 “(6) activities designed to acquaint youths par-
12 ticipating in the project with the range of career op-
13 tions available to the youths;

14 “(7) mentoring programs involving elementary
15 or secondary school teachers, faculty members at in-
16 stitutions of higher education, students, or any com-
17 bination of such persons; and

18 “(8) programs and activities described in para-
19 graphs (1) through (7) which are specially designed
20 for students of limited English proficiency.

21 “(c) REQUIREMENTS FOR APPROVAL OF APPLICA-
22 TIONS.—In approving applications for early intervention
23 projects under this chapter for any fiscal year, the Sec-
24 retary shall—

1 “(1) require an assurance that not less than $\frac{2}{3}$
 2 of the youths participating in the project proposed
 3 to be carried out under any application be low-in-
 4 come individuals who will be first generation college
 5 students;

6 “(2) require an assurance that the remaining
 7 youths participating in the project proposed to be
 8 carried out under any application be low-income in-
 9 dividuals or will be first generation college students;
 10 and

11 “(3) require that there be a determination by
 12 the institution, with respect to each participant in
 13 such project that the participant has a need for aca-
 14 demic support in order to make the transition to sec-
 15 ondary school.

16 “(d) AUTHORIZATION OF APPROPRIATIONS.—There
 17 are authorized to be appropriated to carry out this section
 18 \$45,000,000 for fiscal year 1999 and such sums as may
 19 be necessary for each of the 4 succeeding fiscal years.”.

20 **SEC. 302. TRIO AWARD CONSIDERATIONS.**

21 Section 402A(c) of the Higher Education Act of 1965
 22 (20 U.S.C. 1070a–11(e)) is amended—

23 (1) by striking “(1) PRIOR EXPERIENCE.—In
 24 making grants” and inserting the following:

25 “(1) CONSIDERATIONS.—

1 “(A) PRIOR EXPERIENCE.—In making
2 grants”;

3 (2) by inserting after paragraph (1)(A) (as re-
4 designated by paragraph (1)) the following new sub-
5 paragraph:

6 “(B) ADDITIONAL CONSIDERATIONS.—

7 “(i) IN GENERAL.—In making grants
8 and contracts under this chapter, the Sec-
9 retary shall consider—

10 “(I) the degree to which the ap-
11 plicant will serve student populations
12 that are underrepresented in grants
13 and contracts previously made under
14 this chapter; and

15 “(II) in the case of grants and
16 contracts awarded under sections
17 402B and 402C, the degree to which
18 the applicant serves individuals from
19 population groups with disproportion-
20 ately high dropout rates from second-
21 ary schools.

22 “(ii) LEVEL OF CONSIDERATION.—
23 The level of consideration given to the fac-
24 tors described in this subparagraph shall
25 be equal to the level of consideration given

1 for prior experience under subparagraph
2 (A).

3 “(iii) SPECIAL RULE.—The Secretary
4 shall give consideration to an applicant de-
5 scribed in subclause (I) or (II) of clause
6 (i), except that the Secretary shall not give
7 any additional consideration to an appli-
8 cant described in both such subclauses.”;
9 and

10 (3) in paragraph (2), by inserting “and other
11 additional considerations” after “prior experience”.

12 **SEC. 303. LOCAL COORDINATION.**

13 The last sentence of section 402A(c)(6) of the Higher
14 Education Act of 1965 (20 U.S.C. 1070a–11) is amended
15 to read as follows: “The Secretary shall permit a Director
16 of a program assisted under this chapter to administer
17 1 or more other programs assisted under this chapter.”.

18 **SEC. 304. ADDITIONAL TRIO REQUIREMENTS.**

19 Section 402A(e) of the Higher Education Act of 1965
20 (20 U.S.C. 1070a–11(e)) is amended further by adding
21 at the end the following:

22 “(7) COORDINATION INCENTIVES.—The Sec-
23 retary shall provide an eligible recipient an addi-
24 tional 5 percent of the amount of any grant or con-
25 tract funds awarded the eligible recipient under this

1 chapter if the program or project for which the re-
2 cipient receives the funds provides a continuum of
3 services to a school or student cohort that is served
4 pursuant to a different grant or contract under this
5 chapter.

6 “(8) RECRUITING.—Each recipient of a grant
7 or contract under this chapter shall not engage in
8 recruiting practices for student participation in the
9 program or project assisted under the grant or con-
10 tract that limit the opportunities for at-risk youth to
11 participate in the program or project, such as—

12 “(A) solely relying on posted flyers or
13 other passive means for recruitment for such
14 participation; or

15 “(B) screening out students with discipli-
16 nary problems that result in suspensions of less
17 than 10 days of school per academic year.

18 “(9) STUDENTS SERVED.—Notwithstanding
19 any other provision of this chapter, each recipient of
20 a grant or contract for a program or project assisted
21 under section 402B, 402C, or 420H shall ensure
22 that $\frac{1}{3}$ of the students served under the program or
23 project are at-risk of not completing middle school,
24 secondary school, or college due to factors such as
25 chronic truancy, disciplinary proceedings, retention

1 in grade, family mobility, or being from a family
2 whose taxable income for the preceding year did not
3 exceed 75 percent of an amount equal to the poverty
4 level determined by using criteria of poverty estab-
5 lished by the Bureau of the Census.

6 “(11) COUNSELING.—Each recipient of a grant
7 or contract for a program or project assisted under
8 this chapter shall coordinate activities with, and in-
9 vite to professional development activities, middle or
10 secondary school counselors in the area served by
11 the program or project.

12 **SEC. 305. WORK STUDY.**

13 Section 402C of the Higher Education Act of 1965
14 (20 U.S.C. 1070a–13) is amended—

15 (1) in subsection (b)—

16 (A) in paragraph (9), by striking “and”
17 after the semicolon;

18 (B) by redesignating paragraph (10) as
19 paragraph (11);

20 (C) in paragraph (11) (as redesignated by
21 subparagraph (B), by striking “(9)” and insert-
22 ing “(10)”); and

23 (D) by inserting after paragraph (9) the
24 following:

1 “(10) provision of work-study positions where
2 youth participating in the project are exposed to ca-
3 reers requiring a postsecondary degree; and”;

4 (2) in subsection (e), by inserting before the pe-
5 riod the following: “, except that youths participat-
6 ing in work-study positions under subsection (b)(10)
7 may be paid stipends of \$300 per month during
8 June, July, and August”; and

9 (3) by adding at the end the following new sub-
10 section:

11 “(f) UPWARD BOUND STUDENT RETENTION.—Each
12 recipient of a grant or contract under this section shall—

13 “(1) set as an outcome objective for the project
14 assisted under this section that not less than 75 per-
15 cent of the individuals served under the project for
16 a fiscal year shall be served pursuant to the project
17 in the succeeding fiscal year;

18 “(2) monitor and report to the Secretary the
19 student retention rates for the project; and

20 “(3) make adjustments in the project in order
21 to increase student retention rates to 75 percent
22 during the period of the grant or contract.

1 **SEC. 306. SPECIAL PROGRAMS FOR STUDENTS WHOSE FAM-**
2 **ILIES ARE ENGAGED IN MIGRANT AND SEA-**
3 **SONAL FARMWORK.**

4 (a) FINDINGS.—Section 418A of the Higher Edu-
5 cation Act of 1965 (20 U.S.C. 1070d–2) is amended—

6 (1) by redesignating subsections (a) through
7 (e), (f), and (g) as subsections (b) through (f), (i),
8 and (j), respectively; and

9 (2) by inserting before subsection (b) (as redес-
10 igned by paragraph (1)) the following:

11 “(a) FINDINGS.—The Congress finds as follows:

12 “(1) Migrant workers are the most disadvan-
13 taged economic subgroup in the Nation.

14 “(2) Migrant workers are also the most educa-
15 tionally disadvantaged group in society.

16 “(3) The high school dropout rate for migrant
17 children exceeds 50 percent, the highest dropout rate
18 of any subgroup in the Nation.

19 “(4) The children of migrant families are the
20 least likely of all children to participate in post-
21 secondary education.

22 “(5) Successful participation by migrant stu-
23 dents in high school and postsecondary education
24 must be a national priority.

25 “(6) The high school equivalency program
26 under this section has shown remarkable success

1 rates in educating migrant young people who have
2 dropped out of high school, with 69 percent of the
3 students participating in the program attaining their
4 high school diploma or its recognized equivalent, and
5 over 70 percent of those students continuing on to
6 postsecondary education.

7 “(7) The college assistance migrant program
8 under this section has successfully aided 96 percent
9 of its migrant students in completing their first year
10 of undergraduate education, with 73 percent of the
11 students participating in the program going on to
12 receive a baccalaureate degree.

13 “(8) Prior to the creation of the high school
14 equivalency program and the college assistance mi-
15 grant program, there is no record of a single son or
16 daughter of a migrant family having completed col-
17 lege. With the programs, hundreds of students re-
18 ceive baccalaureate degrees annually.

19 “(9) The high school equivalency program and
20 the college assistance migrant program are model
21 programs for reversing dropout statistics and pro-
22 moting successful participation in higher education
23 by migrant students.

24 “(10) The high school equivalency program and
25 the college assistance migrant program should be ex-

1 panded to reach more students and should be con-
2 sidered as potential models for the development of
3 other programs to serve disadvantaged populations
4 with high dropout rates and low college attendance
5 rates. Limited funding for the programs allows the
6 programs to serve fewer than one in ten of the stu-
7 dents eligible to benefit from the programs.”.

8 (b) CONSIDERATION OF PRIOR EXPERIENCE; CO-
9 ORDINATION OF SERVICES.—Section 418A of such Act is
10 amended—

11 (1) in subsection (f) (as redesignated by sub-
12 section (a)(1)), by striking “PERIOD; CONSIDER-
13 ATION OF PRIOR EXPERIENCE.—” and inserting
14 “PERIOD.—”;

15 (2) by inserting after such subsection (f) the
16 following:

17 “(g) CONSIDERATIONS.—

18 “(1) PRIOR EXPERIENCE.—”;

19 (3) by transferring and inserting the last 2 sen-
20 tences of such subsection (f) after the paragraph
21 heading for subsection (g)(1); and

22 (4) by adding at the end of subsection (g) the
23 following:

24 “(2) COORDINATION OF SERVICES.—For the
25 purpose of making grants under this subpart, the

1 Secretary shall consider the degree to which the ap-
2 plicant demonstrates that the applicant will coordi-
3 nate its project with other local, State, and Federal
4 programs that provide health and education services
5 for migrant students.”.

6 (c) DATA COLLECTION.—Section 418A of such Act
7 is amended by inserting after subsection (g) (as inserted
8 by subsection (b)) the following:

9 “(h) DATA COLLECTION.—

10 “(1) LONGITUDINAL STUDY.—The Secretary
11 shall develop and conduct a longitudinal study of—

12 “(A) the educational attainment of mi-
13 grant students; and

14 “(B) the health and education needs of
15 such students.

16 “(2) NATIONAL CENTER FOR EDUCATION STA-
17 TISTICS.—The Assistant Secretary for Educational
18 Research and Improvement appointed under section
19 202(b) of the Department of Education Organiza-
20 tion Act (20 U.S.C. 3412(b)), through the National
21 Center for Education Statistics—

22 “(A) shall collect—

23 “(i) data on migrant students as part
24 of the common core of data collected by
25 such center; and

1 “(ii) postsecondary education data on
2 migrant students; and

3 “(B) shall maintain such data in a manner
4 such that the data is discernible from data col-
5 lected on other student groups.

6 “(3) OTHER DATA.—The Secretary shall collect
7 data on migrant students in any case where the Sec-
8 retary collects data on students on a racial or ethnic
9 basis.”.

10 (d) AUTHORIZATION OF APPROPRIATIONS.—Sub-
11 section (j) of section 418A of such Act (as redesignated
12 by subsection (a)(1)) is amended—

13 (1) in paragraph (1)—

14 (A) by striking “\$15,000,000” and insert-
15 ing “\$30,000,000”; and

16 (B) by striking “1993” and inserting
17 “1999”;

18 (2) in paragraph (2)—

19 (A) by striking “\$5,000,000” and inserting
20 “\$15,000,000”; and

21 (B) by striking “1993” and inserting
22 “1999”; and

23 (3) by adding at the end the following:

24 “(3) There are authorized to be appropriated to carry
25 out subsection (h)(1) \$5,000,000 for fiscal year 1999 and

1 such sums as may be necessary for each of the 4 succeed-
2 ing fiscal years.”.

3 (e) SPECIAL RULE.—Section 418A of such Act is
4 amended by adding at the end the following:

5 “(k) SPECIAL RULE.—

6 “(1) IN GENERAL.—For any fiscal year for
7 which appropriations for the high school equivalency
8 program exceed \$20,000,000, and the appropriations
9 for the college assistance migrant program exceed
10 \$10,000,000, and for which such appropriations are
11 made after the date of the enactment of this sub-
12 section, the Secretary may use not more than
13 \$5,000,000 from each such amount to make grants
14 to eligible institutions (as defined in paragraph (2))
15 that demonstrate, to the satisfaction of the Sec-
16 retary, that the eligible institutions—

17 “(A) will use the funds to provide services
18 described in subsection (c)(1)(B) to migrant
19 students enrolled at the institution; and

20 “(B) will assist such students to meet the
21 costs of attending the institution through
22 means such as charging migrant students who
23 are not residents of the State in which the insti-
24 tution is located a discounted tuition otherwise
25 offered only to in-State residents.

1 “(2) ELIGIBLE INSTITUTION DEFINED.—For
2 purposes of paragraph (1), an eligible institution is
3 an institution that, during the most recently com-
4 pleted academic year preceding the fiscal year for
5 which funds are made available to the institution
6 under such paragraph—

7 “(A) qualified as a part B institution (as
8 defined in section 322(2));

9 “(B) did not have any projects receiving
10 assistance under subsection (b) or (c) located at
11 the institution or at a nonprofit organization
12 working in cooperation with the institution; and

13 “(C) had enrolled at least 30 first-year mi-
14 grant students.”.

15 (f) TECHNICAL CORRECTIONS.—Section 418A of
16 such Act is amended—

17 (1) in subsection (e)(1)(B)(i) (as redesignated
18 by subsection (a)(1)), by striking “or whose parents,
19 have” and inserting “or whose spouse or parent,
20 have”; and

21 (2) in subsection (d)(1) (as redesignated by
22 subsection (a)(1))—

23 (A) in subparagraph (A), by striking
24 “themselves or whose parents have” and insert-

1 ing “themselves, or whose spouse or parent,
2 have”; and

3 (B) in subparagraph (E), by inserting “in-
4 ternships,” after “academic programs,”.

5 **SEC. 307. PROGRAMS FOR COUNSELING EXCELLENCE.**

6 Title V of the Higher Education Act of 1965 (20
7 U.S.C. 1101 et seq.) is amended by adding at the end
8 the following:

9 **“PART G—PROGRAMS FOR COUNSELING**
10 **EXCELLENCE**

11 **“SEC. 599A. AIM HIGH GRANTS.**

12 “(a) PROGRAM AUTHORITY.—From amounts appro-
13 priated under section 599C, the Secretary shall award
14 grants to develop model programs—

15 “(1) to counsel students, at an early age, and
16 parents, about college opportunities, secondary
17 school advanced placement courses and test require-
18 ments, study skill development, precollege require-
19 ments, the college admissions procedure, career ex-
20 ploration in the public and private sector and in
21 highly technical fields, financial aid opportunities,
22 and student support services, that are specially de-
23 signed or customized for use in specific geographic,
24 social, and cultural environments;

1 “(2) which stimulate community partnerships
2 with schools by providing tutoring, mentoring, work
3 experiences, exposure to college campuses, and other
4 services which support making postsecondary edu-
5 cation a realistic goal for all students; or

6 “(3) to provide in-service training to equip and
7 prepare guidance counselors for new educational re-
8 form indicators, such as testing, high standards cur-
9 ricula, changing secondary school and college en-
10 trance requirements, and improved information
11 about college opportunities.

12 “(b) PRIORITIES IN SELECTION.—The Secretary
13 shall give priority to those model programs which are di-
14 rected at areas which have a high proportion of minority,
15 limited English proficiency, economically disadvantaged,
16 disabled, nontraditional, or at-risk students, or students
17 from a home in which a language other than English is
18 spoken.

19 “(c) PROPOSAL REQUIREMENTS.—

20 “(1) TAILORING.—To receive a grant under
21 subsection (a)(1), the proposal submitted to the Sec-
22 retary shall demonstrate that the counseling on col-
23 lege opportunities, precollege requirements, the col-
24 lege admissions procedure, and financial aid oppor-
25 tunities (including early intervention counseling), is

1 tailored to a specific geographic, social or cultural
2 environment.

3 “(2) COMMUNITY PARTNERSHIPS.—To receive a
4 grant under subsection (a)(2), the proposal submit-
5 ted to the Secretary shall demonstrate the active in-
6 volvement of a local educational agency and at least
7 one of the following:

8 “(A) A local business.

9 “(B) A local community college or univer-
10 sity.

11 “(C) A community or education group.

12 “(3) GOALS AND OUTCOMES.—To receive a
13 grant under this section, each proposal shall contain
14 a statement of specific, measurable goals and meth-
15 ods for obtaining statistics on the number of partici-
16 pants who continue on to postsecondary education.

17 **“SEC. 599B. DIFFUSION ACTIVITIES.**

18 “(a) COLLECTION OF INFORMATION.—The Secretary
19 shall collect information concerning—

20 “(1) programs supported under section 599A
21 and programs of demonstrated effectiveness which
22 counsel students about college opportunities,
23 precollege requirements, the college admissions pro-
24 cedure, and financial aid opportunities;

1 “(2) early intervention programs of dem-
2 onstrated effectiveness which set students on the
3 path toward staying in school and pursuing a post-
4 secondary education;

5 “(3) model programs which counsel students in
6 specific environments, such as urban, rural, and sub-
7 urban; and

8 “(4) model programs which develop partner-
9 ships between schools and communities to provide
10 mentoring, tutoring, work experiences and other
11 services which support making postsecondary edu-
12 cation a realistic goal for all students.

13 “(b) DISSEMINATION.—The Secretary shall ensure
14 that the information collected under subsection (a) is dis-
15 seminated.

16 **“SEC. 599C. AUTHORIZATION OF APPROPRIATIONS.**

17 “There are authorized to be appropriated
18 \$10,000,000 for fiscal year 1999 and such sums as may
19 be necessary for each of the 4 succeeding fiscal years to
20 carry out this part.”.

1 **TITLE IV—STATE**
2 **RESPONSIBILITIES**

3 **SEC. 401. STATE RESPONSIBILITIES.**

4 Title XIV of the Elementary and Secondary Edu-
5 cation Act of 1965 (20 U.S.C. 8801 et seq.) is amended
6 by adding at the end the following:

7 **“PART I—DROPOUT PREVENTION**

8 **“SEC. 14851. DROPOUT PREVENTION.**

9 “In order to receive any assistance under this Act,
10 a State educational agency shall comply with the following
11 provisions regarding school dropouts:

12 “(1) **UNIFORM DATA COLLECTION.**—Within 1
13 year after the date of enactment of the National
14 Dropout Prevention Act of 1997, a State educational
15 agency shall report to the Secretary and statewide,
16 all school district and school data regarding school
17 dropout rates in the State, and demographic break-
18 downs, according to procedures that conform with
19 the National Center for Education Statistics’ Com-
20 mon Core of Data.

21 “(2) **ATTENDANCE-NEUTRAL FUNDING POLI-**
22 **CIES.**—Within 2 years after the date of enactment
23 of the National Dropout Prevention Act of 1997, a
24 State educational agency shall develop and imple-
25 ment education funding formula policies for public

1 schools that provide appropriate incentives to retain
2 an increasing percentage of students in school
3 throughout the school year, such as—

4 “(A) a student count methodology that
5 does not determine annual budgets based on at-
6 tendance on a single day early in the academic
7 year; and

8 “(B) specific incentives for retaining en-
9 rolled students throughout each year.

10 “(3) ALTERNATIVE PLACEMENTS.—Within 2
11 years after the date of enactment of the National
12 Dropout Prevention Act of 1997, a State educational
13 agency shall develop uniform, long-term suspension
14 and expulsion policies for serious infractions result-
15 ing in more than 10 days of exclusion from school
16 per academic year so that similar violations result in
17 similar penalties.

18 “(4) ALTERNATIVE EDUCATIONAL PLACE-
19 MENT.—Within 3 years after the date of enactment
20 of the National Dropout Prevention Act of 1997, all
21 students expelled or suspended from elementary
22 schools or secondary schools for a period of more
23 than 10 school days per academic year will be pro-
24 vided access by the State educational agency or local
25 educational agency to an alternative educational

1 placement in which the student may complete the
2 students' academic year, secondary school education,
3 or degree or certificate program.”.

○