

110TH CONGRESS
1ST SESSION

H. R. 4067

To provide grants to colleges to improve remedial education (including English language instruction), to customize remediation to student career goals, and to help students move rapidly from remediation into for-credit occupation program courses and through program completion.

IN THE HOUSE OF REPRESENTATIVES

NOVEMBER 1, 2007

Ms. WOOLSEY (for herself, Mr. ALTMIRE, Mr. LOEBSACK, and Mr. HARE) introduced the following bill; which was referred to the Committee on Education and Labor

A BILL

To provide grants to colleges to improve remedial education (including English language instruction), to customize remediation to student career goals, and to help students move rapidly from remediation into for-credit occupation program courses and through program completion.

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

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Bridges from Jobs to
5 Careers Act”.

1 **SEC. 2. GRANTS TO CREATE BRIDGES FROM JOBS TO CA-**
2 **REERS.**

3 (a) AUTHORIZATION OF PROGRAM.—From amounts
4 appropriated under subsection (k), the Secretary shall
5 award grants, on a competitive basis, to institutions of
6 higher education for the purposes of improving remedial
7 education, including English language instruction, to cus-
8 tomize remediation to student career goals, and to help
9 students move rapidly from remediation into for-credit oc-
10 cupational program courses and through program comple-
11 tion. The grants shall focus in particular on creating
12 bridges to for-credit occupational certificate programs that
13 are articulated to degree programs.

14 (b) APPLICATION.—An eligible institution seeking a
15 grant under this section shall submit an application to the
16 Secretary at such time, in such manner, and containing
17 such information as the Secretary may require.

18 (c) PRIORITIES.—The Secretary shall give priority to
19 applications that—

20 (1) are from institutions of higher education in
21 which not less than 50 percent of the institution's
22 entering first-year students are enrolled in develop-
23 mental courses to bring reading, writing, or mathe-
24 matics skills up to college-level; and

25 (2) propose to replicate practices that have
26 proven effective with adults and to applications that

1 propose to collaborate with adult education pro-
2 viders.

3 (d) PEER REVIEW.—The Secretary shall convene a
4 peer review process to review applications for grants under
5 this section and to make recommendations to the Sec-
6 retary regarding the selection of grantees.

7 (e) MANDATORY ACTIVITY.—An eligible institution
8 that receives a grant under this section shall use the grant
9 funds to create workforce bridge programs that customize
10 developmental education curricula, including English lan-
11 guage instruction, to the content of the for-credit occupa-
12 tional certificate or degree programs, or clusters of pro-
13 grams, in which developmental education students seek to
14 enroll. Such bridge programs may include those that inte-
15 grate the curricula and the instruction of both remediation
16 and college-level coursework or dual enroll students in re-
17 mediation and college-level coursework.

18 (f) PERMISSIBLE ACTIVITIES.—An eligible institution
19 that receives a grant under this section, in addition to cre-
20 ating workforce bridge programs, may use the grant funds
21 to carry out the following:

22 (1) Design and implement innovative ways to
23 improve retention in and completion of develop-
24 mental education courses, including but not limited
25 to enrolling students in cohorts, accelerating course

1 content, integrating remediation and college-level
2 curricula and instruction, dual enrolling students in
3 remediation and college-level courses, tutoring, pro-
4 viding counseling and other supportive services, and
5 giving small, material incentives for attendance and
6 performance.

7 (2) In consultation with faculty in the appro-
8 priate departments, redesignating class schedules to
9 meet the needs of working adults, such as by cre-
10 ating evening, weekend, modular, compressed, dis-
11 tance learning formats or other alternative sched-
12 ules.

13 (3) Improving the quality of teaching in reme-
14 dial courses through professional development, re-
15 classification of such teaching positions, or other
16 means the eligible institution determines appro-
17 priate.

18 (4) Any other activities the eligible institution
19 and the Secretary determine will promote retention
20 of and completion by students attending institutions
21 of higher education.

22 (5) Fully advise students on the range of op-
23 tions and programs available, which may include: di-
24 ploma; certification; 2-year degree; associate's de-

1 gree; transfer degree to upper division; and career
2 options.

3 (g) GRANT PERIOD.—Grants made under this section
4 shall be for a period of not less than 36 months and not
5 more than 60 months.

6 (h) TECHNICAL ASSISTANCE.—The Secretary shall
7 provide technical assistance to grantees under this section
8 throughout the grant period.

9 (i) EVALUATION.—The Secretary shall conduct an
10 evaluation of program impacts under the demonstration
11 program, and shall disseminate to the public the findings
12 from the evaluation and information on best practices.
13 The Secretary is encouraged to partner with other pro-
14 viders of funds, such as private foundations, to allow for
15 use of a random assignment evaluation in at least one of
16 the demonstration sites.

17 (j) AUTHORIZATION OF APPROPRIATIONS.—There
18 are authorized to be appropriated to carry out this section
19 \$35,000,000 for fiscal year 2009 and each of the 4 suc-
20 ceeding fiscal years, of which an aggregate of not more
21 than 5 percent may be used to carry out subsections (i)
22 and (j).

1 (k) DEFINITION OF INSTITUTION.—In this section,
2 the term “institution of higher education” means an insti-
3 tution of higher education as defined in section 101(a).

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