

111TH CONGRESS
1ST SESSION

S. 968

To award competitive grants to eligible partnerships to enable the partnerships to implement innovative strategies at the secondary school level to improve student achievement and prepare at-risk students for postsecondary education and the workforce.

IN THE SENATE OF THE UNITED STATES

MAY 4, 2009

Mr. REID (for himself, Mr. PRYOR, Mrs. MURRAY, Mr. MENENDEZ, and Mr. BENNET) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

A BILL

To award competitive grants to eligible partnerships to enable the partnerships to implement innovative strategies at the secondary school level to improve student achievement and prepare at-risk students for postsecondary education and the workforce.

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 “Secondary School In-
5 novation Fund Act”.

6 **SEC. 2. FINDINGS.**

7 Congress finds the following:

1 (1) Since almost 90 percent of the fastest grow-
2 ing and best paying jobs now require some postsec-
3 ondary education, a secondary school diploma and
4 the skills to succeed in postsecondary education and
5 the modern workplace are essential.

6 (2) Only $\frac{1}{3}$ of all high school students in the
7 United States graduate in 4 years prepared for a 4-
8 year institution of higher education. Another $\frac{1}{3}$
9 graduate, but without the skills and qualifications
10 necessary for success in postsecondary education or
11 the workplace, and the rest will not graduate from
12 high school in 4 years, if at all.

13 (3) Dropouts from the class of 2008 will cost
14 the United States more than \$319,000,000,000 in
15 reduced earnings.

16 (4) The Nation's failure to meet the increasing
17 demand for skilled workers means that American
18 companies cannot fill a large number of jobs. 81 per-
19 cent of American manufacturing companies report
20 experiencing a moderate to severe shortage of quali-
21 fied workers.

22 (5) The education system of the United States
23 should support critical thinking, creativity, and inno-
24 vative approaches to problem-solving—all skills that
25 cannot easily be outsourced. The Program for Inter-

1 national Student Assessment is an international as-
2 sessment that measures these high-demand skills.
3 Unfortunately, when the results on this assessment
4 of students from the United States are compared to
5 those of students from 27 other countries, many of
6 which are economic competitors of the United
7 States, the United States students rank 24th in
8 problem-solving, 21st in scientific literacy, and 25th
9 in mathematical literacy.

10 (6) As the bar for success continues to be
11 raised, the responsibility to engender these attributes
12 with progressive programs and original models lies
13 squarely with the education system. It is imperative
14 that the United States develop and implement new,
15 innovative approaches to fully prepare every student
16 for the 21st century.

17 (7) Realigning the education system to meet
18 new, demanding requirements and face intensifying
19 competition requires effective, systemic reform. Iden-
20 tifying effective, replicable models that achieve this
21 goal is a critical step towards enhancing the pros-
22 pects of all students entering the modern workforce.

1 **SEC. 3. SECONDARY SCHOOL INNOVATION FUND.**

2 (a) SECONDARY SCHOOL INNOVATION FUND.—Title
3 I of the Elementary and Secondary Education Act of 1965
4 (20 U.S.C. 6301 et seq.) is amended—

5 (1) by redesignating part I as part J; and

6 (2) by inserting after section 1830 the fol-
7 lowing:

8 **“PART I—SECONDARY SCHOOL INNOVATION**
9 **FUND**

10 **“SEC. 1851. PURPOSES.**

11 “The purposes of this part are—

12 “(1) to improve the achievement of at-risk sec-
13 ondary school students and prepare such students
14 for postsecondary education and the workforce;

15 “(2) to create evidence-based, replicable models
16 of innovation in secondary schools at the State and
17 local level; and

18 “(3) to support partnerships to create and in-
19 form innovation at the State and local level to im-
20 prove learning outcomes and transitions for sec-
21 ondary school students.

22 **“SEC. 1852. DEFINITIONS.**

23 “In this part:

24 “(1) ELIGIBLE PARTNERSHIP.—The term ‘eligi-
25 ble partnership’ means a partnership that includes—

26 “(A) not less than 1—

- 1 “(i) State educational agency; or
2 “(ii) local educational agency that is
3 eligible for assistance under part A; and
4 “(B) not less than 1—
5 “(i) institution of higher education;
6 “(ii) nonprofit organization;
7 “(iii) community-based organization;
8 “(iv) business; or
9 “(v) school development organization
10 or intermediary.

11 “(2) ELIGIBLE SCHOOL.—The term ‘eligible
12 school’ means a public secondary school served by a
13 local educational agency that is eligible for assist-
14 ance under part A.

15 “(3) HIGH SCHOOL.—The term ‘high school’
16 means a public school, including a public charter
17 high school, that provides secondary education, as
18 determined under State law, in 1 or more of grades
19 9 through 12.

20 “(4) MIDDLE SCHOOL.—The term ‘middle
21 school’ means a public school, including a public
22 charter middle school, that provides middle or sec-
23 ondary education, as determined under State law, in
24 1 or more of grades 5 through 8.

1 **“SEC. 1853. SECONDARY SCHOOL INNOVATION FUND.**

2 “(a) PROGRAM AUTHORIZED.—

3 “(1) GRANTS TO ELIGIBLE PARTNERSHIPS.—

4 The Secretary is authorized to award grants, on a
5 competitive basis, to eligible partnerships to enable
6 the eligible partnerships to pay the Federal share of
7 the costs of implementing innovative strategies de-
8 scribed in subsection (f) to improve the achievement
9 of at-risk students in secondary schools.

10 “(2) SUBGRANTS TO ELIGIBLE SCHOOLS.—An
11 eligible partnership that receives a grant under this
12 part may use the grant funds to award a subgrant
13 to an eligible school to enable the eligible school to
14 implement innovative strategies described in sub-
15 section (f) to improve the achievement of at-risk stu-
16 dents at the eligible school.

17 “(3) DURATION OF GRANT PERIOD.—A grant
18 awarded under paragraph (1) shall be for not longer
19 than a 5-year period.

20 “(b) RESERVATION OF FUNDS.—The Secretary shall
21 reserve 5 percent of the amounts appropriated under this
22 part for a fiscal year for the evaluation described in sub-
23 section (h).

24 “(c) APPLICATION.—

25 “(1) IN GENERAL.—An eligible partnership de-
26 siring a grant under this part shall submit an appli-

1 cation to the Secretary at such time, in such man-
2 ner, and containing such information as the Sec-
3 retary may require.

4 “(2) CONTENTS.—The application described in
5 paragraph (1) shall include—

6 “(A) a description of the eligible partner-
7 ship, the partners forming the eligible partner-
8 ship, and the roles and responsibilities of each
9 partner, and a demonstration of each partner’s
10 capacity to support the outlined roles and re-
11 sponsibilities;

12 “(B) a description of how funds will be
13 used to improve the achievement of at-risk stu-
14 dents in secondary schools;

15 “(C) a description of how the activities
16 funded by the grant will be innovative, sys-
17 temic, evidence-based, and replicable;

18 “(D) a description of each subgrant the el-
19 igible partnership will award to an eligible
20 school, including a description of the eligible
21 school;

22 “(E) a description of how the eligible part-
23 nership will measure and report improvement
24 using the data collected under subsection (g)

1 and additional indicators of improvement pro-
2 posed by the partnership, such as—

3 “(i) student attendance or participa-
4 tion;

5 “(ii) credit accumulation rates;

6 “(iii) core course completion rates;

7 “(iv) college enrollment and persist-
8 ence rates; or

9 “(v) number or percentage of students
10 taking—

11 “(I) Advanced Placement (AP),
12 International Baccalaureate (IB), or
13 other postsecondary education
14 courses;

15 “(II) rigorous postsecondary edu-
16 cation preparatory courses; or

17 “(III) registered apprenticeship
18 and workforce training programs; and

19 “(F) a description of the planning phase of
20 not more than 90 days that the eligible partner-
21 ship will undertake for the grant, including—

22 “(i) the activities and goals of the
23 planning phase; and

1 “(ii) how each partner in the eligible
2 partnership will participate in the planning
3 phase.

4 “(d) APPLICATION REVIEW AND AWARD BASIS.—

5 “(1) GRANT REVIEW AND APPROVAL.—The
6 Secretary shall—

7 “(A) establish a peer review process to as-
8 sist in the review of the grant applications and
9 approval of the grants under this section; and

10 “(B) appoint to the peer review process—

11 “(i) individuals who are educators and
12 experts in—

13 “(I) secondary school reform;

14 “(II) accountability;

15 “(III) secondary school improve-
16 ment;

17 “(IV) innovative education mod-
18 els;

19 “(V) postsecondary education
20 preparation and access; and

21 “(VI) workforce preparation; and

22 “(ii) not less than 1 parent or com-
23 munity representative; and

24 “(C) ensure that each grant award is of
25 sufficient size and scope to carry out the activi-

1 ties proposed in the grant application, including
2 the evaluation required under subsection (g)(3).

3 “(2) AWARD BASIS.—In awarding grants under
4 this part, the Secretary shall ensure, to the extent
5 practicable—

6 “(A) diversity in the type of activities
7 funded under the grants, including statewide
8 and local initiatives;

9 “(B) an equitable geographic distribution
10 of the grants, including urban and rural areas
11 and small and large school districts; and

12 “(C) that the grants support activities—

13 “(i) that target different grade levels
14 of students at the secondary school level;

15 “(ii) in a variety of types of secondary
16 schools, including middle schools and high
17 schools; and

18 “(iii) in secondary schools of varying
19 sizes, including small and large schools.

20 “(e) FEDERAL SHARE, NON-FEDERAL SHARE.—

21 “(1) FEDERAL SHARE.—The Federal share of a
22 grant under this part shall be not more than 75 per-
23 cent of the costs of the activities assisted under the
24 grant.

1 “(2) NON-FEDERAL SHARE.—The non-Federal
2 share shall be not less than 25 percent of the costs
3 of the activities assisted under the grant, of which
4 not more than 10 percent of the costs of the activi-
5 ties assisted under the grant may be provided in-
6 kind, fairly evaluated.

7 “(f) USE OF FUNDS.—An eligible partnership receiv-
8 ing a grant under this part, or an eligible school receiving
9 a subgrant under this part, shall use grant or subgrant
10 funds, respectively, to carry out 1 or more of the following
11 effective models or innovative programs:

12 “(1) EFFECTIVE SCHOOL MODELS.—

13 “(A) MULTIPLE EDUCATION PATHWAYS.—

14 A model creating a range of academically rig-
15 orous multiple education pathways, based on
16 the analysis of student data, that lead to a sec-
17 ondary school diploma, that are consistent with
18 readiness for postsecondary education and the
19 workforce, and that offer students a range of
20 educational options designed to meet the stu-
21 dents’ needs and interests, including through
22 the creation of new schools. Such pathways may
23 include—

24 “(i) an effective dropout prevention
25 and recovery model that—

1 “(I) prepares students for post-
2 secondary education and career readi-
3 ness;

4 “(II) uses re-engagement and re-
5 cuperative strategies based in youth
6 development;

7 “(III) uses innovative strategies
8 for credit recovery and acceleration,
9 such as flexible hours or online access
10 to curricula, courses, assessments, re-
11 sources, and supports;

12 “(IV) provides competency-based
13 instruction and performance-based as-
14 sessment to improve educational out-
15 comes for various populations of
16 overaged or undercredited students or
17 students who have previously dropped
18 out of secondary school, such as—

19 “(aa) students not making
20 sufficient progress to graduate
21 with a regular secondary school
22 diploma in the standard number
23 of years;

1 “(bb) students who need to
2 work to support themselves or
3 their families;

4 “(cc) pregnant and par-
5 enting teens; and

6 “(dd) students returning
7 from the juvenile justice system;
8 and

9 “(V) combines rigorous academic
10 education with career training for stu-
11 dents that are not making sufficient
12 progress to graduate from secondary
13 school in the standard number of
14 years;

15 “(ii) a career and technical education
16 program;

17 “(iii) a career academy or other model
18 that delivers high quality, college pre-
19 paratory curriculum in the context of a
20 rigorous technical core; and

21 “(iv) creating a more personalized and
22 engaging learning environment for sec-
23 ondary school students, such as—

24 “(I) establishing smaller learning
25 communities;

1 “(II) creating student advisories
2 and developing peer engagement strat-
3 egies;

4 “(III) creating mechanisms for
5 increased educator collaboration
6 around individual student needs;

7 “(IV) involving students and par-
8 ents in the development of individual-
9 ized student plans for secondary
10 school success and graduation and
11 transition to postsecondary education;
12 and

13 “(V) creating mechanisms for in-
14 creased student participation in school
15 improvement efforts and in decisions
16 affecting the students’ own learning,
17 including students leading guidance
18 activities, mentoring, or tutoring ef-
19 forts.

20 “(B) EARLY COLLEGE AND DUAL ENROLL-
21 MENT SCHOOLS.—An early college high school
22 or other dual enrollment learning opportunity
23 that provides a course of study that enables a
24 student to earn a secondary school diploma and
25 either an associate degree or not more than 2

1 years of transferable postsecondary education
2 credit toward a postsecondary degree or creden-
3 tial.

4 “(C) SECONDARY SCHOOLS USING EARLY
5 WARNING SYSTEMS.—A secondary school that
6 enables at-risk students to graduate from sec-
7 ondary school ready to succeed in postsecondary
8 education and the workforce, through use of an
9 early warning indicator and intervention system
10 that combines—

11 “(i) research-based whole school re-
12 form focused on improving attendance, be-
13 havior, and course performance;

14 “(ii) targeted interventions provided
15 by trained teams of adults working full-
16 time in the school, which may include—

17 “(I) participants or volunteers
18 under the National and Community
19 Service Act of 1990 (42 U.S.C. 12501
20 et seq.) or the Domestic Volunteer
21 Service Act of 1973 (42 U.S.C. 4950
22 et seq.);

23 “(II) student and family advo-
24 cates; and

1 “(III) college and career access
2 and success counselors;

3 “(iii) integrated student services and
4 case-managed interventions for students
5 requiring intensive supports; and

6 “(iv) an on-track indicator system to
7 identify students in need of additional sup-
8 port and to monitor the effectiveness of the
9 interventions described in clause (ii).

10 “(2) INNOVATIVE PROGRAMS.—

11 “(A) EXPANDED LEARNING-TIME OPPOR-
12 TUNITIES.—The creation of an expanded learn-
13 ing-time opportunity, which may include—

14 “(i) establishing a mandatory ex-
15 panded day, for all students transitioning
16 into the first year of high school, for aca-
17 demic catch-up and enrichment;

18 “(ii) providing arts, service-learning
19 (as defined in section 101 of the National
20 and Community Service Act of 1990 (42
21 U.S.C. 12511)), or youth development op-
22 portunities with community-based cultural
23 and civic organizations;

24 “(iii) providing higher education and
25 work-based exposure, experience, and cred-

1 it-bearing learning opportunities in part-
2 nership with postsecondary education insti-
3 tutions and the workforce;

4 “(iv) providing technology-enabled col-
5 laboration and access for students to re-
6 ceive assistance from content experts, in-
7 structors, and peers and to utilize re-
8 sources for remediation and enrichment; or

9 “(v) providing quality summer experi-
10 ences, which may include youth develop-
11 ment.

12 “(B) SUCCESSFUL TRANSITIONS TO HIGH
13 SCHOOL.—A program improving student transi-
14 tions from middle school to high school and en-
15 suring successful entry into high school, which
16 may include—

17 “(i) establishing summer transition
18 programs for students transitioning from
19 middle school to high school to ensure the
20 students’ connection to the students’ new
21 high school and to orient the students to
22 the study skills and social skills necessary
23 for success in the high school;

1 “(ii) providing for the sharing of data
2 between high schools and feeder middle
3 schools;

4 “(iii) establishing early warning indi-
5 cator and intervention programs in high
6 school for students transitioning into the
7 students’ first year of high school so that
8 such students do not become truant or fall
9 too far behind in academics;

10 “(iv) increasing the level of student
11 supports, including academic and nonaca-
12 demic supports that meet the comprehen-
13 sive needs of struggling students;

14 “(v) aligning academic standards, cur-
15 ricula, and assessments between middle
16 and high schools; and

17 “(vi) providing electronic access to de-
18 tailed information on student performance
19 and all content and skill areas to students
20 transitioning into high school and their
21 parents.

22 “(C) SUCCESSFUL TRANSITIONS TO POST-
23 SECONDARY EDUCATION AND THE WORK-
24 FORCE.—Improvements to assist student transi-
25 tion from secondary school to postsecondary

1 education and the workforce, which may in-
2 clude—

3 “(i) providing for the sharing of data
4 between secondary schools and institutions
5 of higher education, including data on re-
6 mediation and completion rates;

7 “(ii) enabling dual enrollment and
8 post-secondary credit-bearing learning op-
9 portunities;

10 “(iii) creating new opportunities to
11 better utilize grades 11 and 12 and cre-
12 ating better connections to postsecondary
13 education, which may include internships,
14 externships, job shadowing, and tech-
15 nology-enabled collaboration;

16 “(iv) providing enhanced planning and
17 counseling for postsecondary education, in-
18 cluding financial aid counseling; and

19 “(v) aligning the academic standards
20 of secondary school with the academic
21 standards of postsecondary education and
22 the requirements and expectations of the
23 workforce, including partnering with local
24 industry to align technical curricula to
25 workforce needs.

1 “(D) INCREASED SCHOOL AUTONOMY AND
2 FLEXIBILITY.—A program of providing sec-
3 ondary schools with increased autonomy and
4 flexibility, which may include—

5 “(i) establishing a process whereby ex-
6 isting schools can apply for flexibility in
7 such areas as scheduling, curricula, budg-
8 eting, and governance; and

9 “(ii) starting new small public sec-
10 ondary schools that are guaranteed such
11 autonomy.

12 “(E) RURAL OPPORTUNITIES.—A program
13 to improve learning opportunities for secondary
14 school students in rural schools, including
15 through the use of distance-learning opportuni-
16 ties and other technology-based tools.

17 “(F) MIDDLE GRADE IMPROVEMENTS.—A
18 program to improve learning opportunities for
19 students in the middle grades—

20 “(i) to prevent student disengagement
21 and improve achievement; and

22 “(ii) to better respond to early warn-
23 ing signs that students are at risk of drop-
24 ping out of school, such as poor attend-
25 ance, poor behavior, or course failure,

1 through the use of an early warning indi-
2 cator system and interventions.

3 “(G) IMPROVING TEACHING AND ACA-
4 DEMICS.—A program of improving teaching and
5 increasing academic rigor at the secondary
6 school level, which may include—

7 “(i) improving the alignment of aca-
8 demic standards with the requirements and
9 expectations of postsecondary education
10 and the workforce;

11 “(ii) improving the teaching and as-
12 sessment of 21st century skills, including
13 through the development of formative as-
14 sessment models;

15 “(iii) providing high-quality profes-
16 sional development on data literacy, includ-
17 ing on use of data to inform classroom in-
18 struction;

19 “(iv) addressing the learning needs of
20 various student populations, including stu-
21 dents who are limited English proficient,
22 late entrant English language learners,
23 and students with disabilities; and

24 “(v) developing value-added measures
25 for use in determining teacher ability and

1 effectiveness, including for use in recruit-
2 ment and hiring decisions.

3 “(H) IMPROVED COMMUNITY AND PAREN-
4 TAL INVOLVEMENT.—A program improving
5 community and parental involvement, which
6 may include—

7 “(i) increasing community involve-
8 ment, including leveraging community-
9 based services and opportunities to provide
10 every student with the academic and com-
11 prehensive nonacademic supports necessary
12 for academic success; and

13 “(ii) increasing parental involvement,
14 including providing parents with the tools
15 to navigate, support, and influence their
16 child’s academic career and choices
17 through secondary school graduation and
18 into postsecondary education and the
19 workforce, including through electronic ac-
20 cess to student data.

21 “(g) DATA COLLECTION AND EVALUATION.—

22 “(1) COLLECTION OF DATA.—Each eligible
23 partnership receiving a grant under this part shall
24 collect and report annually to the Secretary such in-
25 formation on the results of the activities assisted

1 under the grant as the Secretary may reasonably re-
2 quire, including information on—

3 “(A) the number and percentage of stu-
4 dents who—

5 “(i) are served by the eligible partner-
6 ship;

7 “(ii) are assisted under this part; and

8 “(iii) graduate from secondary school
9 with a regular secondary school diploma in
10 the standard number of years;

11 “(B) the number and percentage of stu-
12 dents, at each grade level, who are—

13 “(i) served by the eligible partnership;

14 “(ii) assisted under this part; and

15 “(iii) on track to graduate from sec-
16 ondary school with a regular secondary
17 school diploma in the standard number of
18 years;

19 “(C) the number and percentage of stu-
20 dents, at each grade level, who—

21 “(i) are served by the eligible partner-
22 ship;

23 “(ii) are assisted under this part; and

24 “(iii) meet or exceed State challenging
25 student academic achievement standards in

1 mathematics, reading or language arts, or
2 science, as measured by the State aca-
3 demic assessments under section
4 1111(b)(3);

5 “(D) information consistent with the addi-
6 tional indicators of improvement proposed by
7 the eligible partnership in the grant application;
8 and

9 “(E) other information the Secretary may
10 require as necessary for the evaluation de-
11 scribed in subsection (h).

12 “(2) REPORTING OF DATA.—Each eligible part-
13 nership receiving a grant under this part shall
14 disaggregate the information required under para-
15 graph (1) in the same manner as information is
16 disaggregated under section 1111(h)(1)(C)(i).

17 “(3) EVALUATION.—

18 “(A) IN GENERAL.—Each eligible partner-
19 ship receiving a grant under this part shall, im-
20 mediately after the receipt of grant funds, enter
21 into a contract with an outside evaluator to en-
22 able the evaluator to conduct—

23 “(i) an evaluation of the effects of the
24 grant after the third year of implementa-
25 tion of the grant; and

1 “(ii) an evaluation of the effects of
2 the grant after the final year of the grant
3 period.

4 “(B) DISTRIBUTION.—Upon completion of
5 an evaluation described in subparagraph (A),
6 the eligible partnership shall submit a copy of
7 the evaluation to the Secretary in a timely man-
8 ner.

9 “(h) EVALUATION; BEST PRACTICES.—

10 “(1) IN GENERAL.—From amounts reserved
11 under subsection (b), the Secretary shall—

12 “(A) enter into a contract with an outside
13 evaluator to enable the evaluator to conduct—

14 “(i) a comprehensive evaluation after
15 the third year of implementation on the ef-
16 fectiveness of all grants awarded under
17 this part; and

18 “(ii) a final evaluation following the
19 final year of the grant period—

20 “(I) with a focus on the improve-
21 ment in student achievement and the
22 indicators described in subsection
23 (g)(1) as a result of innovative strate-
24 gies; and

1 “(II) to the extent practicable,
2 that compares the relative effective-
3 ness of different types of programs
4 and compares the relative effective-
5 ness of variations in implementation
6 within types of programs; and

7 “(B) disseminate, and provide technical as-
8 sistance regarding, best practices in improving
9 the achievement of secondary school students.

10 “(2) PEER REVIEW.—

11 “(A) IN GENERAL.—An evaluator receiving
12 a contract under this subsection shall—

13 “(i) establish a peer-review process to
14 assist in the review and approval of the
15 evaluations conducted under this sub-
16 section; and

17 “(ii) appoint individuals to the peer-
18 review process who are educators and ex-
19 perts in—

20 “(I) research and evaluation; and

21 “(II) the areas of expertise de-
22 scribed in subclauses (I) through (VI)
23 of subsection (d)(1)(B)(i).

24 “(B) RESTRICTIONS ON USE.—The Sec-
25 retary shall not distribute or use the results of

1 any evaluation described in paragraph (1)(A)
2 until the results are peer-reviewed in accord-
3 ance with subparagraph (A).

4 “(i) CONTINUATION OF FUNDING.—An eligible part-
5 nership that receives a grant under this part shall only
6 be eligible to receive a grant payment for a fourth or fifth
7 year of the grant if the Secretary determines, on the basis
8 of the evaluation of the grant under subsection
9 (h)(1)(A)(i), that the performance of the eligible partner-
10 ship under the grant has been satisfactory.

11 “(j) RULE OF CONSTRUCTION REGARDING DISCRIMI-
12 NATION.—Nothing in this section shall be construed to
13 permit discrimination on the basis of race, color, religion,
14 sex, national origin, or disability in any program or activ-
15 ity funded under this part.

16 **“SEC. 1854. AUTHORIZATION OF APPROPRIATIONS.**

17 “There is authorized to be appropriated to carry out
18 this part \$500,000,000 for fiscal year 2010 and for each
19 of the succeeding 5 years.”.

20 (b) CONFORMING AMENDMENTS.—The table of con-
21 tents in section 2 of the Elementary and Secondary Edu-
22 cation Act of 1965 (20 U.S.C. 6301 note) is amended—

23 (1) by striking the item relating to Part I and
24 inserting the following:

“PART J—GENERAL PROVISIONS”;

25 and

- 1 (2) by inserting after the item relating to sec-
- 2 tion 1830 the following:

“PART I—SECONDARY SCHOOL INNOVATION FUND

- “Sec. 1851. Purposes.
- “Sec. 1852. Definitions.
- “Sec. 1853. Secondary school innovation fund.
- “Sec. 1854. Authorization of appropriations.”.

