

115TH CONGRESS
1ST SESSION

S. 1658

To amend the Carl D. Perkins Career and Technical Education Act of 2006 to give the Department of Education the authority to award competitive grants to eligible entities to establish, expand, or support school-based mentoring programs to assist at-risk students in middle school and high school in developing cognitive and social-emotional skills to prepare them for success in high school, postsecondary education, and the workforce.

IN THE SENATE OF THE UNITED STATES

JULY 27, 2017

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

A BILL

To amend the Carl D. Perkins Career and Technical Education Act of 2006 to give the Department of Education the authority to award competitive grants to eligible entities to establish, expand, or support school-based mentoring programs to assist at-risk students in middle school and high school in developing cognitive and social-emotional skills to prepare them for success in high school, 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,*

1 **SECTION 1. SHORT TITLE.**

2 This Act may be cited as the “Mentoring to Succeed
3 Act of 2017”.

4 **SEC. 2. PURPOSE.**

5 The purpose of this Act is to make assistance avail-
6 able for school-based mentoring programs for at-risk stu-
7 dents in order to—

8 (1) establish, expand, or support school-based
9 mentoring programs;

10 (2) assist at-risk students in middle school and
11 high school in developing cognitive and social-emo-
12 tional skills; and

13 (3) prepare such at-risk students for success in
14 high school, postsecondary education, and the work-
15 force.

16 **SEC. 3. SCHOOL-BASED MENTORING PROGRAM.**

17 Part C of title I of the Carl D. Perkins Career and
18 Technical Education Act of 2006 (20 U.S.C. 2351 et seq.)
19 is amended by adding at the end the following:

20 **“SEC. 136. DISTRIBUTION OF FUNDS FOR SCHOOL-BASED
21 MENTORING PROGRAMS.**

22 “(a) **DEFINITIONS.**—In this Act:

23 “(1) **AT-RISK STUDENT.**—The term ‘at-risk stu-
24 dent’ means a student who—

25 “(A) is failing academically or at risk of
26 dropping out of school;

1 “(B) is pregnant or a parent;

2 “(C) is a gang member;

3 “(D) is a child or youth in foster care or
4 a youth who has been emancipated from foster
5 care but is still enrolled in high school;

6 “(E) is or has recently been a homeless
7 child or youth;

8 “(F) is chronically absent;

9 “(G) has changed schools three or more
10 times in the past 6 months;

11 “(H) has come in contact with the juvenile
12 justice system in the past;

13 “(I) has a history of multiple suspensions
14 or disciplinary actions;

15 “(J) is an English learner;

16 “(K) has one or both parents incarcerated;

17 “(L) has experienced one or more adverse
18 childhood experiences, traumatic events, or
19 toxic stressors, as assessed through an evi-
20 dence-based screening; or

21 “(M) lives in a high-poverty area with a
22 high rate of community violence.

23 “(2) ELIGIBLE ENTITY.—The term ‘eligible en-
24 tity’—

1 “(A) means a high-need local educational
2 agency, high-need school, or local government
3 entity; and

4 “(B) may include a partnership between
5 an entity described in subparagraph (A) and a
6 nonprofit, community-based, or faith-based or-
7 ganization, or institution of higher education
8 (as defined in section 101 of the Higher Edu-
9 cation Act of 1965 (20 U.S.C. 1001)).

10 “(3) ENGLISH LEARNER.—The term ‘English
11 learner’ has the meaning given the term in section
12 8101 of the Elementary and Secondary Education
13 Act of 1965 (20 U.S.C. 7801).

14 “(4) FOSTER CARE.—The term ‘foster care’ has
15 the meaning given the term in section 1355.20 of
16 title 45, Code of Federal Regulations.

17 “(5) HIGH-NEED LOCAL EDUCATIONAL AGEN-
18 CY.—The term ‘high-need local educational agency’
19 means a local educational agency that serves at least
20 1 high-need school.

21 “(6) HIGH-NEED SCHOOL.—The term ‘high-
22 need school’ has the meaning given the term in sec-
23 tion 2211 of the Elementary and Secondary Edu-
24 cation Act of 1965 (20 U.S.C. 6631).

1 “(7) HOMELESS CHILDREN AND YOUTHS.—The
2 term ‘homeless children and youths’ has the mean-
3 ing given the term in section 725 of the McKinney-
4 Vento Homeless Assistance Act (42 U.S.C. 11434a).

5 “(8) SCHOOL-BASED MENTORING.—The term
6 ‘school-based mentoring’ means a structured, man-
7 aged, evidenced-based program conducted in part-
8 nership with teachers, administrators, school psy-
9 chologists, school social workers or counselors, and
10 other school staff, in which at-risk students are ap-
11 propriately matched with screened and trained pro-
12 fessional or volunteer mentors who provide guidance,
13 support, and encouragement, involving meetings,
14 group-based sessions, and educational and work-
15 force-related activities on a regular basis to prepare
16 at-risk students for success in high school, postsec-
17 ondary education, and the workforce.

18 “(b) SCHOOL-BASED MENTORING COMPETITIVE
19 GRANT PROGRAM.—

20 “(1) IN GENERAL.—The Secretary shall award
21 grants on a competitive basis to eligible entities to
22 establish, expand, or support school-based mentoring
23 programs that—

24 “(A) are designed to assist at-risk students
25 in high-need schools in developing cognitive

1 skills and promoting social-emotional learning
2 to prepare them for success in high school,
3 postsecondary education, and the workforce by
4 linking them with mentors who—

5 “(i) have received mentor training, in-
6 cluding on trauma-informed practices and
7 youth engagement; and

8 “(ii) have been screened using appro-
9 priate reference checks and criminal back-
10 ground checks;

11 “(B) provide coaching and technical assist-
12 ance to mentors in such mentoring program;

13 “(C) provide at-risk students with a posi-
14 tive relationship with a skilled adult offering
15 support and guidance;

16 “(D) improve the academic achievement of
17 at-risk students;

18 “(E) foster positive relationships between
19 at-risk students and their peers, teachers, other
20 adults, and family members;

21 “(F) reduce dropout rates and absenteeism
22 and improve school engagement of at-risk stu-
23 dents and their families;

24 “(G) reduce juvenile justice involvement of
25 at-risk students;

1 “(H) develop the cognitive and social-emo-
2 tional skills of at-risk students;

3 “(I) develop the workforce readiness skills
4 of at-risk students;

5 “(J) encourage at-risk students to partici-
6 pate in community service activities; and

7 “(K) encourage at-risk students to set
8 goals and plan for their futures, including en-
9 couraging such students to make plans for post-
10 secondary education and the workforce.

11 “(2) DURATION.—The Secretary shall award
12 grants under this section for a period not to exceed
13 5 years.

14 “(3) APPLICATION.—To receive a grant under
15 this section, an eligible entity shall submit to the
16 Secretary an application that includes—

17 “(A) a needs assessment that includes
18 baseline data on the measures described in
19 paragraph (6)(A)(ii); and

20 “(B) a plan to meet the requirements of
21 paragraph (1).

22 “(4) PRIORITY.—In selecting grant recipients,
23 the Secretary shall give priority to applicants that—

24 “(A) serve children and youth with the
25 greatest need living in high-poverty, high-crime

1 areas, rural areas, or who attend schools with
2 high rates of community violence;

3 “(B) provide at-risk students with opportu-
4 nities for job training, professional development,
5 work shadowing, internships, networking, re-
6 sume writing and review, interview preparation,
7 college application assistance, college visits, and
8 leadership development through community
9 service, including through partnerships with the
10 private sector and local businesses to provide
11 internship and career exploration activities and
12 resources; and

13 “(C) seek to provide match lengths be-
14 tween at-risk students and mentors of not less
15 than 8 months.

16 “(5) USE OF FUNDS.—An eligible entity that
17 receives a grant under this section may use such
18 funds to—

19 “(A) develop and carry out regular train-
20 ing for mentors, including on—

21 “(i) the impact of adverse childhood
22 experiences;

23 “(ii) trauma-informed practices and
24 interventions;

1 “(iii) supporting homeless children
2 and youths;

3 “(iv) supporting children and youth in
4 foster care or youth who have been emanci-
5 pated from foster care but are still enrolled
6 in high school;

7 “(v) cultural competency;

8 “(vi) confidentiality requirements for
9 working with children and youth in foster
10 care; and

11 “(vii) working in coordination with a
12 public school system;

13 “(B) recruit, screen, match, and train
14 mentors;

15 “(C) hire staff to perform or support the
16 objectives of the school-based mentoring pro-
17 gram;

18 “(D) provide youth engagement activities,
19 such as—

20 “(i) enrichment field trips to cultural
21 destinations; and

22 “(ii) career or academic exploration
23 activities; and

1 “(E) conduct program evaluation, includ-
2 ing by acquiring and analyzing the data de-
3 scribed under paragraph (6).

4 “(6) REPORTING REQUIREMENTS.—

5 “(A) IN GENERAL.—Not later than 6
6 months after the end of each academic year
7 during the grant period, an eligible entity re-
8 ceiving a grant under this section shall submit
9 to the Secretary a report that includes—

10 “(i) the number of students who par-
11 ticipated in the school-based mentoring
12 program that was funded in whole or in
13 part with the grant funds;

14 “(ii) data on the academic achieve-
15 ment, dropout rates, truancy, absenteeism,
16 outcomes of arrests for violent crime, sum-
17 mer employment, and college enrollment of
18 students in the program;

19 “(iii) the number of group sessions
20 and number of one-to-one contacts between
21 students in the program and their men-
22 tors;

23 “(iv) the average attendance of stu-
24 dents enrolled in the program;

1 “(v) data on social emotional develop-
2 ment of students as assessed with a vali-
3 dated social emotional assessment tool; and

4 “(vi) any other information that the
5 Secretary may require to evaluate the suc-
6 cess of the school-based mentoring pro-
7 gram.

8 “(B) STUDENT PRIVACY.—An eligible enti-
9 ty shall ensure that the report submitted under
10 subparagraph (A) is prepared in a manner that
11 protects the privacy rights of each student in
12 accordance with section 444 of the General
13 Education Provisions Act (commonly referred
14 to as the ‘Family Educational Rights and Pri-
15 vacy Act of 1974’) (20 U.S.C. 1232g).

16 “(7) MENTORING RESOURCES AND COMMUNITY
17 SERVICE COORDINATION.—

18 “(A) BEST PRACTICES.—The Secretary
19 shall work with the Office of Juvenile Justice
20 and Delinquency Prevention to—

21 “(i) refer grantees under this section
22 to the National Mentoring Resource Center
23 to obtain resources on best practices and
24 research related to mentoring and to re-

1 quest no-cost training and technical assist-
2 ance; and

3 “(ii) provide grantees under this sec-
4 tion with information to promote positive
5 youth development, including transitional
6 services for at-risk students returning from
7 correctional facilities.

8 “(B) TECHNICAL ASSISTANCE.—The Sec-
9 retary shall coordinate with the Corporation for
10 National and Community Service, including
11 through entering into an interagency agreement
12 or a memorandum of understanding, to provide
13 technical assistance and other resources to sup-
14 port grantees under this section as they provide
15 mentoring and community service-related activi-
16 ties for at-risk students.

17 “(c) AUTHORIZATION OF FUNDS.—There are author-
18 ized to be appropriated to carry out this section such sums
19 as may be necessary for each of fiscal years 2018 through
20 2023.”.

21 **SEC. 4. INSTITUTE OF EDUCATION SCIENCES STUDY ON**
22 **SCHOOL-BASED MENTORING PROGRAMS.**

23 (a) IN GENERAL.—The Secretary of Education, act-
24 ing through the Director of the Institute of Education
25 Sciences, shall conduct a study to—

1 (1) identify successful school-based mentoring
2 programs and effective strategies for administering
3 and monitoring such programs;

4 (2) evaluate the role of mentors in promoting
5 cognitive development and social-emotional learning
6 to enhance academic achievement and to improve
7 workforce readiness; and

8 (3) evaluate the effectiveness of the grant pro-
9 gram under section 136 of the Carl D. Perkins Ca-
10 reer and Technical Education Act of 2006, as added
11 by section 3, on student academic outcomes and
12 youth career development.

13 (b) TIMING.—Not later than 3 years after the date
14 of enactment of this Act, the Secretary of Education, act-
15 ing through the Director of the Institute of Education
16 Sciences, shall submit the results of the study to the ap-
17 propriate Congressional committees.

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