

116TH CONGRESS
1ST SESSION

H. R. 4626

To establish a competitive grant program to support the development, implementation, and evaluation of successful teacher and school leader training programs on family engagement that will increase the capacity of teachers and school leaders to work with families to develop and support the social and emotional skills, habits, and mindsets of children.

IN THE HOUSE OF REPRESENTATIVES

OCTOBER 8, 2019

Mr. RYAN (for himself and Ms. MUCARSEL-POWELL) introduced the following bill; which was referred to the Committee on Education and Labor

A BILL

To establish a competitive grant program to support the development, implementation, and evaluation of successful teacher and school leader training programs on family engagement that will increase the capacity of teachers and school leaders to work with families to develop and support the social and emotional skills, habits, and mindsets of children.

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 “Social Emotional
3 Learning for Families Act of 2019” or the “SELF Act
4 of 2019”.

5 **SEC. 2. GRANT PROGRAM.**

6 (a) **IN GENERAL.**—From amounts appropriated to
7 carry out this section, the Secretary of Education shall
8 award grants, on a competitive basis, to local educational
9 agencies to develop, implement, and evaluate teacher and
10 school leader training programs on family engagement.
11 Local educational agencies may work in partnership with
12 the entities described in subsection (e)(3) to carry out
13 such programs. The objective of such programs will be to
14 increase the capacity of teacher and school leaders to work
15 with families to develop and support the social and emo-
16 tional skills, habits, and mindsets of children.

17 (b) **GRANT AWARDS.**—

18 (1) **MAXIMUM GRANT AMOUNT.**—The total
19 amount of each grant awarded under this section
20 may not exceed \$1,200,000.

21 (2) **GRANT PERIOD.**—A grant awarded under
22 this section shall be for a period of 5 years, and may
23 be renewed.

24 (3) **NUMBER OF GRANTS.**—The Secretary shall
25 award not more than 100 grants under this section.

1 (c) APPLICATIONS.—An application submitted by a
2 local educational agency for a grant under this section
3 shall demonstrate—

4 (1) the ability to provide laboratory and in-
5 structional space for proposed programming;

6 (2) a commitment to the development, imple-
7 mentation, and evaluation of successful teacher and
8 school leader training programs on family engage-
9 ment that will increase the capacity of teachers and
10 school leaders to work with families to develop and
11 support the social and emotional skills, habits, and
12 mindsets of children;

13 (3) a plan to ensure that the proposed pro-
14 grams will serve diverse groups, such as underrep-
15 resented or economically disadvantaged families; and

16 (4) a long-term commitment to the proposed
17 programs to be carried out with the grant, including
18 a plan to continue the actions described in para-
19 graphs (1) through (3) for a period of not less than
20 5 years.

21 (d) SELECTION.—In awarding grants under this sec-
22 tion, the Secretary shall—

23 (1) give priority to high-need local educational
24 agencies, as defined in section 200 of the Higher
25 Education Act of 1965 (20 U.S.C. 1021); and

1 (2) ensure that, to the maximum extent prac-
2 ticable, the projects funded under this section are lo-
3 cated in diverse geographic regions of the United
4 States.

5 (e) USES OF FUNDS.—

6 (1) IN GENERAL.—A local educational agency
7 receiving a grant under this section shall use such
8 funds to carry out programs at elementary schools
9 and secondary schools served by the local edu-
10 cational agency that—

11 (A) involves instruction of research-based
12 social and emotional skills, habits, and mindsets
13 through locally relevant materials for teachers
14 and school leaders and families;

15 (B) provides professional development for
16 teachers and school leaders to engage families
17 and support the development of the social and
18 emotional skills, habits, and mindsets of fami-
19 lies;

20 (C) provides direct instruction on social
21 emotional learning to families during times
22 when families are available and in places that
23 are convenient and easily accessible;

24 (D) encourages participation of families in
25 the programs offered by the local education

1 agency under this section, including programs
2 supported by partner agencies as described
3 under paragraph (3); and

4 (E) is designed to result in improved meas-
5 urable outcomes related to children, including
6 positive social behavior and academic outcomes.

7 (2) STATE EDUCATIONAL AGENCIES.—In the
8 case of a local educational agency that is a State
9 educational agency, such entity shall award sub-
10 grants, on a competitive basis, to local educational
11 agencies to carry out the program described in para-
12 graph (1).

13 (3) PUBLIC-PRIVATE PARTNERSHIPS.—Each
14 local educational agency awarded a grant under this
15 section may carry out the program funded under the
16 grant in partnership with one or more of the fol-
17 lowing:

18 (A) Institutions of higher education.

19 (B) Nonprofit organizations.

20 (C) Community-based organizations.

21 (f) ANNUAL REPORT TO CONGRESS.—Not later than
22 4 years after the first grant is awarded under this section,
23 and annually thereafter, the Secretary shall submit to
24 Congress and make publicly available, a report on activi-

1 ties and results under this section. Such report shall de-
2 scribe—

3 (1) the total number of grant applications re-
4 ceived during the year preceding the report;

5 (2) the number and geographic distribution of
6 the grants for such year and for all grants awarded
7 under this section;

8 (3) participation of minority-serving institu-
9 tions;

10 (4) participation of underrepresented and eco-
11 nomically disadvantaged families;

12 (5) overall program outcomes and issues of con-
13 cern; and

14 (6) recommendations for program revisions to
15 achieve the desired program outcome.

16 (g) DEFINITIONS.—

17 (1) ESEA TERMS.—The terms “elementary
18 school”, “local educational agency”, “parent”, “pro-
19 fessional development”, “secondary school”, and
20 “State educational agency” have the meanings given
21 the terms in section 8101 of the Elementary and
22 Secondary Education Act of 1965 (20 U.S.C. 7801).

23 (2) INSTITUTION OF HIGHER EDUCATION.—The
24 term “institution of higher education” has the

1 meaning given the term in section 101(a) of the
2 Higher Education Act of 1965 (20 U.S.C. 1001(a)).

3 (3) INSTRUCTION.—The term “instruction”
4 means activities that—

5 (A) emphasize communication of knowl-
6 edge concerning social emotional learning in
7 adults and children;

8 (B) provide opportunities to practice social
9 emotional learning through interactive activities
10 between families and their children; and

11 (C) are aligned with and integrated into
12 family involvement and engagement standards
13 that may exist in the applicable State or that
14 may be developed.

15 (4) MINORITY-SERVING INSTITUTION.—The
16 term “minority-serving institution” means an insti-
17 tution of higher education described in section
18 371(a) of the Higher Education Act of 1965 (20
19 U.S.C. 1067q).

20 (5) TEACHER AND SCHOOL LEADER TRAINING
21 PROGRAMS.—The term “teacher and school leader
22 training programs” includes training programs for
23 teachers, principals, school leaders, and other school-
24 based personnel.

1 (6) TEACHERS AND SCHOOL LEADERS.—The
2 term “teachers and school leaders” means teachers,
3 principals, school leaders, and other school-based
4 personnel.

5 (7) SECRETARY.—The term “Secretary” means
6 the Secretary of Education.

7 (8) SOCIAL EMOTIONAL LEARNING.—The term
8 “social emotional learning” includes—

9 (A) self-awareness, or having a realistic
10 perception of one’s own values, interests, and
11 strengths, and being able to recognize one’s
12 own emotions;

13 (B) self-management, or how well one
14 manages emotions, impulses, and stress, and is
15 able to establish and achieve goals and exercise
16 self-discipline;

17 (C) social awareness, or the ability to take
18 the perspective of and empathize with someone
19 else and to appreciate and respect diversity;

20 (D) relationship skills, or the ability to
21 participate in healthy, cooperative, and caring
22 relationships, and effectively resolve conflicts;
23 and

24 (E) responsible decision making, or the
25 ability to recognize and generate good choices,

1 evaluate the likely consequences of actions, and
2 take responsibility for one's decisions.

3 (h) AUTHORIZATION OF APPROPRIATIONS.—There
4 are authorized to be appropriated to carry out this section
5 \$130,000,000, of which not more than \$10,000,000 may
6 be used by the Secretary for reports and technical assist-
7 ance.

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