

## THE GENERAL ASSEMBLY OF PENNSYLVANIA

## HOUSE BILL

No. 2466 Session of  
2008

INTRODUCED BY ROEBUCK, MCILVAINE SMITH, HARKINS, GRUCELA, MILNE,  
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K. SMITH, STEIL, SURRA, THOMAS, WILLIAMS, YOUNGBLOOD AND  
MURT, APRIL 15, 2008

AS REPORTED FROM COMMITTEE ON EDUCATION, HOUSE OF  
REPRESENTATIVES, AS AMENDED, MAY 14, 2008

## AN ACT

1 ~~Establishing and providing for the powers and duties of the~~ <—  
2 ~~Office for Dropout Prevention and Data Collection in the~~  
3 ~~Department of Education; and providing for grant funding for~~  
4 ~~dropout prevention plans and dropout recovery programs.~~  
5 ESTABLISHING AND PROVIDING FOR THE POWERS AND DUTIES OF THE <—  
6 OFFICE FOR DROP-OUT PREVENTION AND DATA COLLECTION IN THE  
7 DEPARTMENT OF EDUCATION; AND PROVIDING FOR GRANT FUNDING FOR  
8 DROP-OUT PREVENTION PLANS AND DROP-OUT RECOVERY PROGRAMS.  
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1 SECTION 1101. INDIVIDUALIZED EDUCATION PROGRAM.

2 SECTION 1102. EFFECTIVE DATE.

3 The General Assembly of the Commonwealth of Pennsylvania  
4 hereby enacts as follows:

5 CHAPTER 1

<—

6 PRELIMINARY PROVISIONS

7 ~~Section 101. Short title.~~

8 ~~This act shall be known and may be cited as the Office for~~  
9 ~~Dropout Prevention and Data Collection Act.~~

10 ~~Section 102. Findings.~~

11 ~~The General Assembly finds and declares as follows:~~

12 ~~(1) Every year in Pennsylvania one out of five high~~  
13 ~~school students fails to graduate.~~

14 ~~(2) Pennsylvania was named one of 15 states containing~~  
15 ~~80% of the high schools with the highest number of dropouts.~~

16 ~~(3) The graduation gap is wide in urban districts.~~  
17 ~~However, the dropout problem is a Statewide issue because one~~  
18 ~~in eight suburban ninth graders and one in six rural ninth~~  
19 ~~graders in 2000-2001 did not graduate from high school in the~~  
20 ~~same district four years later.~~

21 ~~(4) Dropouts are more likely to be unemployed, live in~~  
22 ~~poverty, receive public assistance and spend time in prison,~~  
23 ~~even death row.~~

24 ~~(5) The ethnic gap between dropouts suggests that there~~  
25 ~~has been an increase in Hispanic and economically~~  
26 ~~disadvantaged students who drop out.~~

27 ~~(6) A number of steps can be taken to help students stay~~  
28 ~~on track for graduation. This act creates the Office for~~  
29 ~~Dropout Prevention and Data Collection within the Department~~  
30 ~~of Education to help the Commonwealth take a first step~~

~~toward reducing and eliminating high school dropouts.~~

~~(7) This act will not only bring attention to the severity of the dropout problem, but also provide school districts with the necessary tools to assist students to graduate from high school.~~

~~Section 103. Definitions.~~

~~The following words and phrases when used in this act shall have the meanings given to them in this section unless the context clearly indicates otherwise:~~

~~"Alternative education program." A program which is implemented by a school district, an area vocational technical school, a group of school districts or an intermediate unit which removes disruptive students from regular school programs in order to provide those students with a sound educational course of study and counseling designed to modify disruptive behavior and return the students to a regular school curriculum.~~

~~"At risk of dropping out." A student at risk of educational failure as determined by the school district using research-based dropout indicators.~~

~~"Career and technical school." Any public or private postsecondary school that provides any form of education of less than college grade, given in school or elsewhere, the purpose of which is to assist an individual to pursue effectively a recognized profitable employment, whether pursued for wages or otherwise.~~

~~"Community partner." Any one of the following:~~

~~(1) Nonprofit community based organization.~~

~~(2) Work force investment board.~~

~~(3) Youth council.~~

~~(4) Institution of higher education.~~

~~(5) Career and technical school.~~

~~(6) Alternative education program.~~

~~(7) Employer or nonprofit business organization.~~

~~(8) Nonprofit community and economic development organization.~~

~~(9) Other department approved community or regional organization.~~

~~"Department." The Department of Education of the Commonwealth.~~

~~"Dropout prevention plan." A plan that uses evidence or research based strategies to offer alternative measures to encourage students to remain in school and obtain a high school diploma and transition into postsecondary education or career training.~~

~~"Dropout recovery program." A program established that uses evidence or research based strategies to reach out to those individuals who drop out of school prior to completion and offer them alternatives to obtaining their high school diplomas or passing the General Educational Development (GED) test battery.~~

~~"Early indicator systems." Research based dropout indicators that identify students as early as sixth grade as potential future dropouts based on attendance, behavior, grades and grade promotion as determined by the school district.~~

~~"Grant program." The Dropout Prevention and Recovery Grant Program under Chapter 5.~~

~~"Institution of higher education." Any public or private two year, four year or higher postsecondary institution in this Commonwealth that has been accredited at the college level by an accrediting agency recognized by the Secretary of Education.~~

~~"Nonprofit community based organization." A public or~~

~~private nonprofit organization, governed by a community based board of directors, which serves to provide access to educational and training resources or related services to individuals in the community.~~

~~"Office." The Office for Dropout Prevention and Data Collection established by this act.~~

~~"Secretary." The Secretary of Education of the Commonwealth.~~

### ~~CHAPTER 3~~

#### ~~OFFICE FOR DROPOUT PREVENTION AND DATA COLLECTION~~

##### ~~Section 301. Establishment.~~

~~There is hereby established in the department the Office for Dropout Prevention and Data Collection.~~

##### ~~Section 302. Powers and duties.~~

~~The office shall have the following powers and duties:~~

~~(1) To create by the 2010-2011 school year a Statewide definition of a dropout and to develop standard formulas for and to annually calculate and report the graduation rates, dropout rates and graduation gap rates in this Commonwealth.~~

~~The office may implement the National Governor's Association "Graduation Counts Compact," which seeks to improve collection, analysis and dissemination of graduation and dropout data and create a nationwide common, accurate graduation rate.~~

~~(2) To implement and maintain a high quality data collection and reporting system that accurately accounts for all students when calculating high school graduation and dropout rates. The reporting system shall include the calculation of the graduation rates, dropout rates and the graduation gap rates in all public school districts and across all public schools. Data shall be disaggregated in the~~

1 following categories: ~~limited English proficiency, low~~  
2 ~~income, special education, gifted education, race/ethnicity,~~  
3 ~~gender and geographic area and other categories as determined~~  
4 ~~by the office. The office shall ensure that the high quality~~  
5 ~~data collection and reporting system be accurate,~~  
6 ~~transparent, uniform, both within school districts and~~  
7 ~~Statewide, and accessible to school districts and~~  
8 ~~Commonwealth residents by conducting audits on all data~~  
9 ~~provided. The schedule for all audits shall be determined by~~  
10 ~~the secretary.~~

11 ~~(3) To ensure that all public school districts and~~  
12 ~~public schools throughout this Commonwealth be provided with~~  
13 ~~tools and sufficient funding for accurate reporting of high~~  
14 ~~school graduation and dropout data.~~

15 ~~(4) To increase coordination and collaboration among~~  
16 ~~nonprofit community based organizations, nonprofit business~~  
17 ~~organizations, school districts, businesses, institutions of~~  
18 ~~higher education, community leaders, parents and students in~~  
19 ~~order to help lower the dropout rate and to increase efforts~~  
20 ~~to help those who dropout, reenroll in and complete education~~  
21 ~~programs including postsecondary education programs.~~

22 ~~(5) To serve as a clearinghouse to collect, develop and~~  
23 ~~disseminate information and implementation of policies,~~  
24 ~~strategies and other information to assist in the development~~  
25 ~~of dropout prevention plans and recovery programs to help~~  
26 ~~lower the dropout rate.~~

27 ~~(6) To distribute grants in a manner established by the~~  
28 ~~office to school districts that apply for and are approved to~~  
29 ~~receive a dropout prevention plan grant and to distribute~~  
30 ~~grants in a manner established by the office to community~~

~~partners that apply for and are approved to receive a dropout recovery program grant.~~

## ~~CHAPTER 5~~

### ~~GRANT PROGRAM~~

#### ~~Section 501. Grant Program.~~

~~(a) Establishment. In addition to the powers and duties set forth under section 302, the office is authorized to establish and administer grant funding for dropout prevention plans and dropout recovery programs.~~

~~(b) Dropout prevention plan grants. The purpose of grant funding for a dropout prevention plan is to provide a school district, working in conjunction with a community partner, that applies, with funds to:~~

~~(1) Implement districtwide early indicator systems to identify students at risk of dropping out or students unlikely to graduate on time from high school without receiving school based support. The early indicator system to identify students at risk of dropping out should include research based dropout indicators, as determined by the district.~~

~~(2) Implement a districtwide intervention strategy to provide middle and high schools with high dropout rates with programs and awareness activities to inform all students of dropout risk factors.~~

~~(3) Implement more focused interventions for students who present one or more dropout risk factors, including, but not limited to, intensive academic remediation, summer transition programs and support systems for students during and beyond the first ninth grade marking period.~~

~~(4) Provide intensive supports for those students who~~

1 ~~are exhibiting several of the dropout risk factors and are in~~  
2 ~~need of immediate prevention measures, including, but not~~  
3 ~~limited to, high quality learning to work opportunities that~~  
4 ~~offer career exploration, service learning opportunities and~~  
5 ~~entrepreneurial experiences, that bring relevance to academic~~  
6 ~~subjects.~~

7 ~~(5) Offer alternative methods for at risk students to~~  
8 ~~obtain a high school diploma or to pass the General~~  
9 ~~Educational Development (GED) test battery, which may include~~  
10 ~~virtual or online education programs established by~~  
11 ~~districts.~~

12 ~~(6) Hire graduation coaches that help students to~~  
13 ~~develop individual graduation plans and support their~~  
14 ~~progress through middle and high school and provide students~~  
15 ~~with postsecondary exposure and financial aid counseling so~~  
16 ~~that students may move successfully into postsecondary~~  
17 ~~education and training as well as career exploration, work~~  
18 ~~preparation and skills development.~~

19 ~~(7) Provide other activities, strategies or plans~~  
20 ~~approved by the office, which may include innovative or pilot~~  
21 ~~programs currently in use by a school district or community~~  
22 ~~partner or established for the purpose of grant funding for a~~  
23 ~~dropout prevention plan.~~

24 ~~(c) Dropout recovery program grants. The purpose of grant~~  
25 ~~funding for a dropout recovery program is to provide a community~~  
26 ~~partner, working in conjunction with a school district, that~~  
27 ~~applies, with funds to:~~

28 ~~(1) Create locally or regionally based community~~  
29 ~~collaboration for outreach to dropouts and referral to local~~  
30 ~~school districts and alternative education programs.~~



~~(2) Hire reengagement workers, who seek out, recruit and reengage dropouts for placement into high quality educational programming.~~

~~(3) Implement low literacy bridge programs for young people whose literacy and numeracy levels are too low for them to participate meaningfully in formal educational programming.~~

~~(4) Provide high quality learning to work programs that offer in depth job readiness and career exploration, including academic support, career and educational exploration, work preparation, skills development, internships and entrepreneurial experiences, designed to enhance the academic component of transfer high schools and accelerated high schools and GED programs.~~

~~(5) Provide occupational pipeline programs that provide youth who are out of school or returning from delinquent placement with department approved career technical education in high demand occupations.~~

~~(6) Provide postsecondary exposure and financial aid counseling that enable youth who pass the GED test battery to move successfully into postsecondary education and training.~~

~~(7) Provide other activities, strategies or programs approved by the office, which may include innovative or pilot programs currently in use by a community partner or school district or established for the purpose of grant funding for a dropout recovery program.~~

~~Section 502.— Procedures.~~

~~(a) Grant applications.— The office shall develop an application for grants and make them available to school districts and community partners. The office shall annually~~

~~review all grant applications for approval and distribute grants in a manner as determined by the office.~~

~~(b) School districts. School districts shall submit the following with the dropout prevention plan grant application:~~

~~(1) A description of the dropout prevention plan that includes a comprehensive list of alternative education options and pathways to earn a diploma offered or planned to be offered by the school district.~~

~~(2) A description of the school district's current programs and services currently offered for dropout prevention.~~

~~(3) A description of how the grant will augment current dropout prevention plans or create additional dropout prevention initiatives.~~

~~(4) An estimate of the number of students who will be served by the grant and who require an individual graduation plan to be developed.~~

~~(5) A listing of the community partners that the school district will collaborate with and the partners' role in the delivery of the plan.~~

~~(6) Other relevant information as determined by the office.~~

~~(c) Community partners. Community partners shall submit the following with the dropout recovery program grant application:~~

~~(1) A description of the dropout recovery program that includes a narrative on the outreach and referral strategy that will be utilized by the community partner.~~

~~(2) A description of the community partner's programs and services currently being used for dropout recovery.~~

~~(3) A description of how the grant will augment current~~

~~dropout recovery programs or create additional dropout recovery initiatives.~~

~~(4) A listing of the school districts that the community partner will collaborate with and the agreement with the school districts in order to deliver the programs.~~

~~(d) Requirements.—~~

~~(1) Each school district receiving grant funding under the dropout prevention plan shall appoint a grant coordinator who shall be responsible for the administration of the grant in accordance with the requirements of this act.~~

~~(2) Each school district shall require that an individual graduation plan be prepared as set forth in this act for each student served by a dropout prevention plan receiving grant funding. The office shall provide additional funding to school districts, which apply and are approved to receive grant funding for a dropout prevention plan, for the development of individual graduation plans. This funding shall be in addition to the grant funding received for the dropout prevention plan.~~

~~(3) The department shall provide each school district, at the request of the district, receiving funding under the grant program with technical assistance, including, but not limited to, best practices or strategies to assist in the development of an effective dropout prevention plan and dropout recovery program that will enhance the school district's ability to meet the diverse needs of its student population. Technical assistance shall include several research based alternative options and strategies and may be provided through online training programs.~~

~~(e) Funding priorities.— School districts determined to have~~

~~a dropout rate higher than the State average shall receive priority funding for a grant for a dropout prevention plan and dropout recovery program.~~

~~Section 503. Individual graduation plan.~~

~~(a) General rules. Each school district that applies for and is approved to receive a grant for a dropout prevention plan shall require that an individual graduation plan be developed for each student receiving services funded with grant moneys.~~

~~(b) Contents. An individual graduation plan must:~~

~~(1) Identify educational goals for the student.~~

~~(2) Provide tools and assistance in career exploration.~~

~~(3) Include diagnostic information, appropriate monitoring and intervention and other evaluation strategies.~~

~~(4) Provide opportunities for high quality learning to work programs, internships, service learning and entrepreneurial experiences.~~

~~(5) Provide postsecondary exposure and financial aid counseling.~~

~~(6) Address participation of the student's parent or guardian, including consideration of the parent's or guardian's educational expectations for the student.~~

~~(7) Provide innovative methods to promote the student's advancement, including flexible scheduling, alternative learning environments, online instruction and other interventions that are proven to accelerate the learning process and have been scientifically validated to improve learning and cognitive ability.~~

~~(c) Individualized education program. Notwithstanding subsection (b), a student's individualized education program developed under 22 Pa.Code Ch. 14 (relating to special education~~

~~services and programs) may be used as the student's individual graduation plan under this section.~~

## ~~CHAPTER 7~~

### ~~ADMINISTRATION~~

#### ~~Section 701. Reporting.~~

~~(a) Contents. Beginning in the 2012-2013 school year and each school year thereafter, the office shall annually prepare a report and provide a copy of the report to the Education Committee of the Senate and the Education Committee of the House of Representatives and shall post a copy of the report on the department's publicly accessible Internet website by September of each year, that contains, at a minimum, the following:~~

~~(1) All dropout, graduation and graduation gap rates reported by school districts, including school level data, disaggregated by the factors used to identify a student at risk of dropping out and including classification by low income, special education, gifted education, race, ethnicity, gender and geographic area.~~

~~(2) Highest grade level completed and age prior to leaving school without graduating.~~

~~(3) Number of students served by the dropout prevention plan and the dropout recovery program grants.~~

~~(4) Identification of school districts and community partners who received the dropout prevention plan and the dropout recovery program grants and the total amount received.~~

~~(5) An evaluation of the effectiveness of the programs or services for which a grant for the dropout prevention plans and dropout recovery programs are made.~~

~~(b) Uniform reporting. School districts shall use the~~

1 ~~definitions and formulas established by the department when~~  
2 ~~reporting the graduation rates, dropout rates and graduation gap~~  
3 ~~rates to the department. School districts shall report these~~  
4 ~~rates annually and include school level data, as provided by the~~  
5 ~~office, on a form and in a manner to be developed and provided~~  
6 ~~by the office.~~

7 ~~(c) Regulations, guidelines and standards. The office may~~  
8 ~~develop any regulations, guidelines or standards required for~~  
9 ~~the implementation of this act.~~

10 ~~CHAPTER 11~~

11 ~~MISCELLANEOUS PROVISIONS~~

12 ~~Section 1101. Effective date.~~

13 ~~This act shall take effect July 1, 2008.~~

14 ~~CHAPTER 1~~

15 ~~PRELIMINARY PROVISIONS~~

16 ~~SECTION 101. SHORT TITLE.~~

17 ~~THIS ACT SHALL BE KNOWN AND MAY BE CITED AS THE DROP-OUT~~  
18 ~~PREVENTION AND DATA COLLECTION ACT.~~

19 ~~SECTION 102. FINDINGS.~~

20 ~~THE GENERAL ASSEMBLY FINDS AND DECLARES AS FOLLOWS:~~

21 ~~(1) SIGNIFICANT DISCREPANCIES IN SCHOOL DISTRICT~~  
22 ~~REPORTING, DROP-OUT STATISTICS AND GRADUATION RATE FORMULAS~~  
23 ~~EXIST NATIONWIDE.~~

24 ~~(2) THE UNITED STATES SECRETARY OF EDUCATION RECENTLY~~  
25 ~~ANNOUNCED THAT THE UNITED STATES DEPARTMENT OF EDUCATION WILL~~  
26 ~~REQUIRE ALL STATES TO USE A FEDERAL FORMULA FOR THE~~  
27 ~~CALCULATION OF DROP-OUT AND GRADUATION RATES.~~

28 ~~(3) THE PENNSYLVANIA DEPARTMENT OF EDUCATION'S~~  
29 ~~STATISTICS BETWEEN THE 1995-1996 AND 2005-2006 SCHOOL YEARS~~  
30 ~~SHOW THAT DROP-OUT RATES IN THIS COMMONWEALTH MAY HAVE~~

1 DECREASED STATEWIDE, BUT SERIOUS QUESTIONS EXIST REGARDING  
2 THE UNIFORMITY IN REPORTING, AND THEREFORE, THE RELIABILITY  
3 OF THAT DATA.

4 (4) RESEARCH INDICATES THAT STUDENTS WHO DROP OUT OF  
5 SCHOOL ARE LIKELY TO EARN FAR LESS MONEY THROUGHOUT THEIR  
6 LIVES THAN COLLEGE OR HIGH SCHOOL GRADUATES AND EXPERIENCE  
7 TEEN PREGNANCY, SUBSTANCE ABUSE, CRIME AND INCARCERATION.

8 (5) THIS COMMONWEALTH MUST BE PREPARED TO PRIORITIZE  
9 DROP-OUT PREVENTION IN LIGHT OF A FORTHCOMING FEDERAL DROP-  
10 OUT RATE FORMULA FOR ALL SCHOOL DISTRICTS THAT COULD PROVIDE  
11 THIS COMMONWEALTH WITH MORE ACCURATE DATA ON THE NUMBER OF  
12 DROPOUTS PER YEAR IN THIS COMMONWEALTH.

13 (6) THE COMMONWEALTH SHOULD TAKE PROACTIVE STEPS TO HELP  
14 STUDENTS STAY ENGAGED AND ON TRACK FOR GRADUATION FROM HIGH  
15 SCHOOL.

16 (7) SCHOOL DISTRICTS NEED ADDITIONAL RESOURCES AND  
17 STRATEGIES TO HELP ESTABLISH AND SUSTAIN PROGRAMMING TO  
18 REDUCE THE NUMBER OF DROPOUTS.

19 SECTION 103. DEFINITIONS.

20 THE FOLLOWING WORDS AND PHRASES WHEN USED IN THIS ACT SHALL  
21 HAVE THE MEANINGS GIVEN TO THEM IN THIS SECTION UNLESS THE  
22 CONTEXT CLEARLY INDICATES OTHERWISE:

23 "ACCELERATED HIGH SCHOOL." A HIGH SCHOOL ALLOWING AT-RISK  
24 STUDENTS TO ACCELERATE THEIR GRADUATION DATES THROUGH FLEXIBLE  
25 SCHEDULING AND FOR-CREDIT INNOVATIVE PROGRAMS AND COURSES TAUGHT  
26 BY CERTIFIED TEACHERS AND PROFESSIONALS WHO ARE EXPERTS IN THEIR  
27 FIELDS.

28 "ALTERNATIVE EDUCATION PROGRAM." AN EDUCATIONAL PROGRAM THAT  
29 PROMOTES THE ADVANCEMENT OF THE ACADEMIC NEEDS OF AT-RISK  
30 STUDENTS AND STUDENTS UNSUCCESSFUL IN A TRADITIONAL EDUCATIONAL

1 ENVIRONMENT, INCLUDING, BUT NOT LIMITED TO, TRANSFER HIGH  
2 SCHOOLS, ACCELERATED HIGH SCHOOLS, MIDDLE COLLEGE HIGH SCHOOLS,  
3 GENERAL EDUCATIONAL DEVELOPMENT (GED) PROGRAMS AND OTHER  
4 PROGRAMS APPROVED BY THE OFFICE.

5 "AT-RISK STUDENT." A STUDENT ENROLLED IN A PUBLIC SCHOOL  
6 DISTRICT WHO IS AT RISK OF DROPPING OUT AS INDICATED BY AT LEAST  
7 ONE OF THE FOLLOWING CRITERIA:

8 (1) A PAST RECORD OF IRREGULAR ATTENDANCE.

9 (2) A PAST RECORD OF UNDERACHIEVEMENT IN WHICH THE  
10 STUDENT IS AT LEAST ONE YEAR BEHIND THE COURSEWORK FOR THE  
11 RESPECTIVE GRADE LEVEL.

12 (3) A PAST RECORD OF LOW MOTIVATION OR DISINTEREST IN  
13 THE EDUCATIONAL PROGRAM.

14 (4) A HISTORY OF DISCIPLINE OR BEHAVIORAL PROBLEMS.

15 (5) A DISADVANTAGED SOCIOECONOMIC BACKGROUND.

16 (6) A LACK OF PARENTAL OR ADULT SUPPORT.

17 (7) OTHER FACTORS AFFECTING SCHOOL PERFORMANCE,  
18 INCLUDING, BUT NOT LIMITED TO, TEENAGE PREGNANCY OR  
19 PARENTING, RESIDENCE IN A HOMELESS SHELTER OR TEMPORARY  
20 LIVING ARRANGEMENT, SUBSTANCE ABUSE, CHILD ABUSE OR NEGLECT,  
21 OR LIMITED ENGLISH PROFICIENCY.

22 "CAREER AND TECHNICAL SCHOOL." ANY PUBLIC OR PRIVATE  
23 POSTSECONDARY SCHOOL THAT PROVIDES A FORM OF EDUCATION OF LESS  
24 THAN COLLEGE GRADE, GIVEN IN SCHOOL OR ELSEWHERE, THE PURPOSE OF  
25 WHICH IS TO ASSIST AN INDIVIDUAL TO EFFECTIVELY PURSUE  
26 RECOGNIZED PROFITABLE EMPLOYMENT, WHETHER FOR WAGES OR  
27 OTHERWISE.

28 "CHARTER SCHOOL." THE TERM SHALL HAVE THE SAME MEANING AS IN  
29 SECTION 1703-A OF THE ACT OF MARCH 10, 1949 (P.L.30, NO.14),  
30 KNOWN AS THE PUBLIC SCHOOL CODE OF 1949.



"CYBER CHARTER SCHOOL." THE TERM SHALL HAVE THE SAME MEANING AS IN SECTION 1703-A OF ACT OF MARCH 10, 1949 (P.L.30, NO.14), KNOWN AS THE PUBLIC SCHOOL CODE OF 1949.

"COMMUNITY PARTNER." ANY OF THE FOLLOWING:

(1) NONPROFIT COMMUNITY-BASED ORGANIZATION.

(2) WORKFORCE INVESTMENT BOARD.

(3) YOUTH COUNCIL.

(4) INSTITUTION OF HIGHER EDUCATION.

(5) CAREER AND TECHNICAL SCHOOL.

(6) ALTERNATIVE EDUCATION PROGRAM.

(7) EMPLOYER OR NONPROFIT BUSINESS ORGANIZATION.

(8) NONPROFIT COMMUNITY AND ECONOMIC DEVELOPMENT ORGANIZATION.

(9) OTHER DEPARTMENT OF EDUCATION-APPROVED COMMUNITY OR REGIONAL ORGANIZATION.

"DEPARTMENT." THE DEPARTMENT OF EDUCATION OF THE COMMONWEALTH.

"DROP-OUT PREVENTION PLAN." A PLAN THAT USES EVIDENCE OR RESEARCH-BASED STRATEGIES TO OFFER ALTERNATIVE MEASURES TO ENCOURAGE STUDENTS TO REMAIN IN SCHOOL AND OBTAIN A HIGH SCHOOL DIPLOMA AND TRANSITION INTO POSTSECONDARY EDUCATION OR CAREER TRAINING.

"DROP-OUT RECOVERY PROGRAM." A PROGRAM THAT USES EVIDENCE OR RESEARCH-BASED STRATEGIES TO REACH OUT TO THOSE INDIVIDUALS WHO DROP OUT OF SCHOOL PRIOR TO COMPLETION OF A PUBLIC SCHOOL'S ACADEMIC PROGRAM AND OFFER THEM ALTERNATIVES TO OBTAINING THEIR HIGH SCHOOL DIPLOMAS OR PASSING THE GENERAL EDUCATIONAL DEVELOPMENT (GED) TEST BATTERY.

"EARLY WARNING SYSTEM." A RESEARCH-BASED SYSTEM DESIGNED AND ESTABLISHED BY THE DEPARTMENT OF EDUCATION AND MADE AVAILABLE TO

1 SCHOOL ENTITIES AT NO COST FOR USE TO HELP IDENTIFY AT-RISK  
2 STUDENTS.

3 "GENERAL EDUCATIONAL DEVELOPMENT TEST BATTERY" OR "GED TEST  
4 BATTERY." A BATTERY OF FIVE TESTS WHICH, WHEN PASSED, CERTIFIES  
5 THAT THE TAKER HAS AMERICAN-LEVEL ACADEMIC SKILLS.

6 "GRADUATION GAP." THE PERCENTAGE OF STUDENTS WHO ENTERED THE  
7 NINTH GRADE AND DID NOT GRADUATE FROM THE SAME HIGH SCHOOL IN  
8 THE SAME DISTRICT FOUR YEARS LATER.

9 "INSTITUTION OF HIGHER EDUCATION." ANY PUBLIC OR PRIVATE  
10 TWO-YEAR, FOUR-YEAR OR HIGHER POSTSECONDARY INSTITUTION IN THIS  
11 COMMONWEALTH THAT HAS BEEN ACCREDITED AT THE COLLEGE LEVEL BY AN  
12 ACCREDITING AGENCY RECOGNIZED BY THE SECRETARY OF EDUCATION.

13 "LEARNING-TO-WORK PROGRAM." A SUPERVISED EDUCATIONAL PROGRAM  
14 OFFERED BY A SCHOOL DISTRICT THAT INCORPORATES PRACTICAL WORK  
15 EXPERIENCE AND ACADEMIC STUDY. THIS TERM SHALL INCLUDE  
16 COOPERATIVE VOCATIONAL PROGRAMS.

17 "MIDDLE COLLEGE HIGH SCHOOL." A SMALL HIGH SCHOOL LOCATED ON  
18 OR ADJACENT TO A TWO-YEAR OR FOUR-YEAR COLLEGE, THEREBY  
19 PROVIDING STUDENTS THE OPPORTUNITY TO TAKE COLLEGE COURSES AND  
20 HIGH SCHOOL CLASSES AT THE SAME TIME, WHICH SERVES STUDENTS WHO  
21 ARE ACADEMICALLY ABLE BUT UNDERACHIEVING AND DISENGAGED AND MAY  
22 HAVE A HIGH ABSENTEEISM RATE, DESIGNED TO FILL A GAP IN CURRENT  
23 EDUCATIONAL OFFERINGS IN A COUNTY AND SERVE A STUDENT POPULATION  
24 THAT IS STRUGGLING IN THE TRADITIONAL EDUCATIONAL SYSTEM.

25 "NONPROFIT COMMUNITY-BASED ORGANIZATION." A PUBLIC OR  
26 PRIVATE NONPROFIT ORGANIZATION, GOVERNED BY A COMMUNITY-BASED  
27 BOARD OF DIRECTORS, WHICH SERVES TO PROVIDE ACCESS TO  
28 EDUCATIONAL AND TRAINING RESOURCES OR RELATED SERVICES TO  
29 INDIVIDUALS IN THE COMMUNITY.

30 "OFFICE." THE OFFICE FOR DROP-OUT PREVENTION AND DATA

1 COLLECTION ESTABLISHED BY THIS ACT.

2 "SCHOOL DISTRICT." THE TERM SHALL HAVE THE SAME MEANING AS  
3 IN SECTION 102 OF THE ACT OF MARCH 10, 1949 (P.L.30, NO.14),  
4 KNOWN AS THE PUBLIC SCHOOL CODE OF 1949.

5 "SCHOOL ENTITY." THE TERM SHALL HAVE THE SAME MEANING AS IN  
6 SECTION 1101-A OF THE ACT OF MARCH 10, 1949 (P.L.30, NO.14),  
7 KNOWN AS THE PUBLIC SCHOOL CODE OF 1949.

8 "SECRETARY." THE SECRETARY OF EDUCATION OF THE COMMONWEALTH.

9 "SERVICE LEARNING PROGRAMS." TEACHING METHODS THAT COMBINE  
10 MEANINGFUL SERVICE TO COMMUNITY WITH CURRICULUM-BASED LEARNING  
11 THROUGH WHICH STUDENTS IMPROVE THEIR ACADEMIC SKILLS BY APPLYING  
12 WHAT THEY LEARN IN SCHOOL TO THE REAL WORLD AND THEN REFLECT ON  
13 THEIR EXPERIENCES TO REINFORCE THE LINK BETWEEN THEIR SERVICE  
14 AND THEIR LEARNING.

15 "TRANSFER HIGH SCHOOL." A SMALL, FULL-TIME HIGH SCHOOL  
16 OPERATED BY A SCHOOL DISTRICT OR INSTITUTION OF HIGHER EDUCATION  
17 AND DESIGNED TO REENGAGE STUDENTS WHO EXCEED THE AGE LIMITATION  
18 IN SECTION 1301 OF THE ACT OF MARCH 10, 1949 (P.L.30, NO.14),  
19 KNOWN AS THE PUBLIC SCHOOL CODE OF 1949, OR HAVE DROPPED OUT OF  
20 HIGH SCHOOL. THE ESSENTIAL ELEMENTS OF TRANSFER HIGH SCHOOLS  
21 INCLUDE:

22 (1) A PERSONALIZED LEARNING ENVIRONMENT.

23 (2) RIGOROUS ACADEMIC STANDARDS IN ACCORDANCE WITH 22  
24 PA. CODE CH. 4 (RELATING TO ACADEMIC STANDARDS AND  
25 ASSESSMENT).

26 (3) STUDENT-CENTERED PEDAGOGY.

27 (4) SUPPORT TO MEET INSTRUCTIONAL AND DEVELOPMENTAL  
28 GOALS.

29 (5) A FOCUS ON CONNECTIONS TO POSTSECONDARY EDUCATION OR  
30 CAREERS.

1 "YOUTH COUNCIL." LOCALLY SPONSORED YOUTH EDUCATION AND  
2 DEVELOPMENT PROGRAMS THAT USE COMMUNITY VOLUNTEERS WHO BECOME  
3 MENTORS TO TEACH ADOLESCENTS HOW TO WORK WITHIN THEIR LOCAL  
4 POLITICAL SYSTEM.

5 CHAPTER 3

6 OFFICE FOR DROP-OUT PREVENTION  
7 AND DATA COLLECTION

8 SECTION 301. ESTABLISHMENT.

9 THERE IS HEREBY ESTABLISHED IN THE DEPARTMENT THE OFFICE FOR  
10 DROP-OUT PREVENTION AND DATA COLLECTION.

11 SECTION 302. POWERS AND DUTIES.

12 THE OFFICE SHALL HAVE THE FOLLOWING POWERS AND DUTIES:

13 (1) TO CREATE BY THE 2009-2010 SCHOOL YEAR A STATEWIDE  
14 DEFINITION OF "DROPOUT," IF NONE IS PROVIDED BY FEDERAL  
15 STATUTE, REGULATION OR GUIDELINE AND, IN ACCORDANCE WITH ANY  
16 FEDERAL STATUTE, REGULATION OR GUIDELINE, REPORT THE  
17 GRADUATION RATES, DROP-OUT RATES AND GRADUATION-GAP RATES IN  
18 THIS COMMONWEALTH.

19 (2) TO IMPLEMENT AND MAINTAIN A HIGH-QUALITY DATA  
20 COLLECTION AND REPORTING SYSTEM THAT ACCURATELY ACCOUNTS FOR  
21 ALL STUDENTS WHEN CALCULATING HIGH SCHOOL GRADUATION AND  
22 DROP-OUT RATES IN ACCORDANCE WITH FEDERAL REGULATIONS OR  
23 GUIDELINES. THE REPORTING SYSTEM SHALL INCLUDE THE  
24 CALCULATION OF GRADUATION RATES, DROP-OUT RATES AND THE  
25 GRADUATION-GAP RATES IN ALL SCHOOL ENTITIES, CHARTER SCHOOLS  
26 AND CYBER CHARTER SCHOOLS.

27 (3) TO ENSURE THAT ALL SCHOOL DISTRICTS ARE PROVIDED  
28 WITH TOOLS AND SUFFICIENT FUNDING FOR ACCURATE REPORTING OF  
29 GRADUATION AND DROP-OUT DATA.

30 (4) TO INCREASE COORDINATION AND COLLABORATION AMONG

1 NONPROFIT, COMMUNITY-BASED ORGANIZATIONS, SCHOOL ENTITIES,  
2 BUSINESSES, INSTITUTIONS OF HIGHER EDUCATION AND PARENTS IN  
3 ORDER TO HELP LOWER THE DROP-OUT RATE.

4 (5) TO INCREASE EFFORTS TO REENGAGE THOSE INDIVIDUALS  
5 WHO PREVIOUSLY DROPPED OUT AND THOSE WHO ARE CONSIDERING  
6 DROPPING OUT, AND TO ENCOURAGE THOSE INDIVIDUALS WHO DROP OUT  
7 TO REENROLL IN SECONDARY SCHOOL AND COMPLETE EDUCATIONAL  
8 PROGRAMS IN ORDER TO RECEIVE A DIPLOMA OR ITS EQUIVALENT.

9 (6) TO SERVE AS A CLEARINGHOUSE OF INFORMATION, POLICIES  
10 AND STRATEGIES AIMED AT DECREASING THE NUMBER OF DROPOUTS AND  
11 AIDING SCHOOL DISTRICTS IN THE DEVELOPMENT OF DROP-OUT  
12 PREVENTION PLANS.

13 (7) TO PROVIDE INFORMATION, POLICIES AND STRATEGIES FOR  
14 SCHOOL ENTITIES AND COMMUNITY PARTNERS AIMED AT ESTABLISHING  
15 AND MAINTAINING DROP-OUT RECOVERY PROGRAMS.

16 (8) TO DISTRIBUTE GRANTS IN ACCORDANCE WITH THE  
17 REQUIREMENTS OF THIS ACT TO SCHOOL DISTRICTS AND COMMUNITY  
18 PARTNERS THAT APPLY FOR AND ARE APPROVED TO RECEIVE A DROP-  
19 OUT PREVENTION PLAN OR DROP-OUT RECOVERY GRANT.

20 (9) TO REQUIRE SCHOOL ENTITIES, CHARTER SCHOOLS AND  
21 CYBER CHARTER SCHOOLS TO REPORT STUDENT DROP-OUT INFORMATION  
22 TO THE DEPARTMENT USING THE OFFICES' DATA COLLECTION SYSTEM.  
23 SECTION 303. DATA COLLECTION AND REPORTING.

24 (A) CATEGORIES.--PURSUANT TO SECTION 302, DATA COLLECTED BY  
25 THE OFFICE ON DROP-OUT, GRADUATION AND GRADUATION-GAP RATES  
26 SHALL BE DISAGGREGATED IN THE FOLLOWING CATEGORIES:

27 (1) LIMITED ENGLISH PROFICIENCY.

28 (2) LOW INCOME.

29 (3) SPECIAL EDUCATION.

30 (4) GIFTED EDUCATION.

1 (5) RACE/ETHNICITY.

2 (6) SCHOOL ENTITY.

3 (7) CHARTER SCHOOL OR CYBER CHARTER SCHOOL.

4 (8) GENDER.

5 (9) GEOGRAPHIC AREA.

6 (10) OTHER CATEGORIES AS DETERMINED BY THE OFFICE.

7 (B) AVAILABILITY.--THE OFFICE SHALL ENSURE THAT THE DATA  
8 COLLECTION AND REPORTING SYSTEM BE ACCURATE, UNIFORM AND  
9 ACCESSIBLE TO SCHOOL ENTITIES, CHARTER SCHOOLS, CYBER CHARTER  
10 SCHOOLS AND COMMONWEALTH RESIDENTS VIA THE DEPARTMENT'S PUBLICLY  
11 ACCESSIBLE INTERNET WEBSITE.

12 CHAPTER 5

13 DROP-OUT PREVENTION PLAN AND

14 DROP-OUT RECOVERY PROGRAMS GRANTS

15 SECTION 501. DROP-OUT PREVENTION GRANT PROGRAM.

16 (A) ESTABLISHMENT.--THE OFFICE SHALL ESTABLISH AND  
17 ADMINISTER A DROP-OUT PREVENTION PLAN GRANT PROGRAM PURSUANT TO  
18 THE REQUIREMENTS OF SECTION 302 WITH MONEYS APPROPRIATED BY THE  
19 GENERAL ASSEMBLY.

20 (B) DROP-OUT PREVENTION GRANT USE.--A SCHOOL DISTRICT,  
21 WORKING IN CONJUNCTION WITH A COMMUNITY PARTNER, THAT RECEIVES A  
22 DROP-OUT PREVENTION GRANT PURSUANT TO THE REQUIREMENTS OF THIS  
23 ACT, SHALL USE THE GRANT TO ESTABLISH, DEVELOP OR MAINTAIN DROP-  
24 OUT PREVENTION PROGRAMS OR STRATEGIES, INCLUDING, BUT NOT  
25 LIMITED TO, THE FOLLOWING:

26 (1) HIRE NECESSARY PERSONNEL TO IMPLEMENT OR MAINTAIN AN  
27 EARLY WARNING SYSTEM TO IDENTIFY AT-RISK STUDENTS OR STUDENTS  
28 UNLIKELY TO GRADUATE ON TIME FROM HIGH SCHOOL WITHOUT  
29 RECEIVING SCHOOL-BASED SUPPORT.

30 (2) IMPLEMENT AN INTERVENTION STRATEGY WITHIN SCHOOL

1 DISTRICTS WITH DROP-OUT RATES ABOVE THE STATE AVERAGE WITH  
2 SUPPORT PROGRAMS AND AWARENESS ACTIVITIES TO INFORM ALL  
3 STUDENTS IN MIDDLE AND HIGH SCHOOL OF THE CHARACTERISTICS OF  
4 AT-RISK STUDENTS AND THE FUTURE IMPACT OF AN INDIVIDUAL'S NOT  
5 RECEIVING A DIPLOMA.

6 (3) IMPLEMENT STUDENT INTERVENTIONS FOR THOSE  
7 INDIVIDUALS WHO PRESENT TWO OR MORE CHARACTERISTICS OF AN AT-  
8 RISK STUDENT. INTERVENTION STRATEGIES SHALL INCLUDE, BUT  
9 SHALL NOT BE LIMITED TO, INTENSIVE ACADEMIC REMEDIATION,  
10 SUMMER TRANSITION PROGRAMS AND ACADEMIC SUPPORT FOR STUDENTS  
11 DURING AND BEYOND THE FIRST NINTH-GRADE MARKING PERIOD.

12 (4) PROVIDE INTENSIVE ACADEMIC SUPPORT FOR THOSE  
13 STUDENTS EXHIBITING MORE THAN TWO OF THE CHARACTERISTICS OF  
14 AN AT-RISK STUDENT AND IN NEED OF IMMEDIATE DROP-OUT  
15 PREVENTION ASSISTANCE, INCLUDING, BUT NOT LIMITED TO,  
16 LEARNING-TO-WORK OPPORTUNITIES THAT OFFER CAREER EXPLORATION,  
17 SERVICE LEARNING OPPORTUNITIES, ENTREPRENEURIAL EXPERIENCES  
18 AND OTHER DROP-OUT PREVENTION STRATEGIES APPROVED BY THE  
19 OFFICE THAT BRING RELEVANCE TO ACADEMIC SUBJECT AREAS.

20 (5) OFFER ALTERNATIVE METHODS FOR AT-RISK STUDENTS TO  
21 OBTAIN A HIGH SCHOOL DIPLOMA OR TO PASS THE GED TEST BATTERY,  
22 WHICH MAY INCLUDE, BUT SHALL NOT BE LIMITED TO, VIRTUAL OR  
23 ONLINE EDUCATION PROGRAMS ESTABLISHED, SPONSORED OR MADE  
24 AVAILABLE BY AT-RISK STUDENTS' RESIDENT SCHOOL DISTRICTS.

25 (6) PROVIDE AT-RISK STUDENTS WITH EXPOSURE TO  
26 POSTSECONDARY EDUCATION, CAREER EXPLORATION, WORK PREPARATION  
27 AND SKILLS DEVELOPMENT, AND FACILITATE FINANCIAL AID  
28 COUNSELING FOR POSTSECONDARY EDUCATION.

29 (7) PROVIDE OTHER DROP-OUT PREVENTION ACTIVITIES,  
30 STRATEGIES OR PLANS APPROVED BY THE OFFICE, WHICH MAY

1 INCLUDE, BUT SHALL NOT BE LIMITED TO, INNOVATIVE OR PILOT  
2 DROP-OUT PREVENTION PLANS CURRENTLY IN USE OR PROPOSED BY A  
3 SCHOOL DISTRICT OR A COMMUNITY PARTNER.

4 SECTION 502. DROP-OUT RECOVERY GRANT PROGRAM.

5 (A) ESTABLISHMENT.--THE OFFICE SHALL ESTABLISH AND  
6 ADMINISTER A DROP-OUT RECOVERY GRANT PROGRAM PURSUANT TO SECTION  
7 302 WITH MONEYS APPROPRIATED BY THE GENERAL ASSEMBLY.

8 (B) GRANT USE.--A COMMUNITY PARTNER, WORKING IN CONJUNCTION  
9 WITH A SCHOOL DISTRICT, THAT RECEIVES A DROP-OUT RECOVERY GRANT  
10 PURSUANT TO THE REQUIREMENTS OF THIS ACT, SHALL USE THE GRANT TO  
11 ESTABLISH, DEVELOP OR MAINTAIN EVIDENCE OR RESEARCH-BASED, DROP-  
12 OUT RECOVERY PROGRAMS AND STRATEGIES. PROGRAMS AND STRATEGIES  
13 SHALL INCLUDE, BUT SHALL NOT BE LIMITED TO, THE FOLLOWING:

14 (1) PROVIDE OUTREACH AND EDUCATIONAL OPTIONS TO DROPOUTS  
15 THROUGH A LOCALLY OR REGIONALLY BASED COMMUNITY COLLABORATION  
16 BETWEEN A SCHOOL DISTRICT AND A COMMUNITY PARTNER.

17 (2) HIRE INDIVIDUALS WHO SEEK OUT, RECRUIT AND WORK TO  
18 REENGAGE DROPOUTS FOR PLACEMENT INTO ALTERNATIVE EDUCATIONAL  
19 PROGRAMMING.

20 (3) IMPLEMENT PROGRAMS FOR YOUNG PEOPLE WHOSE LITERACY  
21 AND NUMERACY LEVELS ARE TOO LOW FOR THEM TO PARTICIPATE  
22 MEANINGFULLY IN FORMAL EDUCATIONAL PROGRAMMING.

23 (4) PROVIDE LEARNING-TO-WORK PROGRAMS THAT OFFER IN-  
24 DEPTH JOB READINESS AND CAREER EXPLORATION, INCLUDING  
25 ACADEMIC SUPPORT, WORK PREPARATION, SKILLS DEVELOPMENT,  
26 INTERNSHIPS AND ENTREPRENEURIAL EXPERIENCES DESIGNED TO  
27 ENHANCE THE ACADEMIC COMPONENT OF ALTERNATIVE EDUCATION  
28 PROGRAMS.

29 (5) PROVIDE OCCUPATIONAL PREPARATION PROGRAMS THAT OFFER  
30 DROPOUTS OR THOSE INDIVIDUALS RETURNING FROM DELINQUENT



1 PLACEMENT, OR BOTH, WITH APPROVED CAREER TECHNICAL EDUCATION  
2 IN HIGH-DEMAND OCCUPATIONS.

3 (6) PROVIDE POSTSECONDARY EDUCATION EXPOSURE AND  
4 FACILITATE FINANCIAL AID COUNSELING FOR DROPOUTS WHO SEEK TO  
5 PARTICIPATE IN POSTSECONDARY EDUCATION OR JOB TRAINING.

6 (7) PROVIDE OTHER ACTIVITIES, STRATEGIES OR PROGRAMS  
7 APPROVED BY THE OFFICE, WHICH MAY INCLUDE INNOVATIVE OR DROP-  
8 OUT RECOVERY PILOT PROGRAMS CURRENTLY IN USE OR PROPOSED BY A  
9 COMMUNITY PARTNER OR A SCHOOL DISTRICT.

10 SECTION 503. GRANT APPLICATIONS.

11 (A) OFFICE RESPONSIBILITIES.--THE OFFICE SHALL DEVELOP TWO  
12 SEPARATE GRANT APPLICATIONS FOR DROP-OUT PREVENTION PLANS AND  
13 DROP-OUT RECOVERY PROGRAMS. THE OFFICE SHALL MAKE THE  
14 APPLICATIONS AVAILABLE TO SCHOOL DISTRICTS AND COMMUNITY  
15 PARTNERS ON THE DEPARTMENT'S PUBLICLY ACCESSIBLE INTERNET  
16 WEBSITE. THE OFFICE SHALL ANNUALLY REVIEW ALL GRANT APPLICATIONS  
17 FOR APPROVAL AND DISTRIBUTE GRANTS TO SELECTED SCHOOL DISTRICTS  
18 AND COMMUNITY PARTNERS NO LATER THAN OCTOBER 1 OF EACH YEAR.

19 (B) APPLICATION FOR DROP-OUT PREVENTION PLAN GRANTS.--A  
20 SCHOOL DISTRICT SHALL SUBMIT THE FOLLOWING WITH A DROP-OUT  
21 PREVENTION PLAN APPLICATION:

22 (1) A DESCRIPTION OF THE SCHOOL DISTRICT'S CURRENT OR  
23 PROPOSED DROP-OUT PREVENTION PLAN THAT INCLUDES A  
24 COMPREHENSIVE LIST OF ALTERNATIVE EDUCATION PROGRAMS AND  
25 PATHWAYS TO EARN A DIPLOMA.

26 (2) A DESCRIPTION OF THE SCHOOL DISTRICT'S PROGRAMS,  
27 SERVICES AND STRATEGIES AIMED AT DROP-OUT PREVENTION.

28 (3) A DESCRIPTION OF HOW THE GRANT WILL AUGMENT A  
29 CURRENT DROP-OUT PREVENTION PLAN OR CREATE ADDITIONAL DROP-  
30 OUT PREVENTION SERVICES FOR STUDENTS.

1 (4) AN ESTIMATE OF THE NUMBER OF STUDENTS WHO WILL BE  
2 SERVED BY A DROP-OUT PREVENTION GRANT AND WHO WILL BE  
3 PROVIDED WITH INDIVIDUAL GRADUATION PLANS.

4 (5) A LISTING OF THE COMMUNITY PARTNERS THAT THE SCHOOL  
5 DISTRICT WILL COLLABORATE WITH AND THE COMMUNITY PARTNERS'  
6 ROLES IN THE DELIVERY OF THE DROP-OUT PREVENTION PLAN.

7 (6) OTHER RELEVANT INFORMATION AS DETERMINED BY THE  
8 OFFICE.

9 (C) APPLICATION FOR DROP-OUT RECOVERY PROGRAM GRANTS.--A  
10 COMMUNITY PARTNER WORKING IN CONJUNCTION WITH A SCHOOL DISTRICT  
11 SHALL SUBMIT THE FOLLOWING WITH THE DROP-OUT RECOVERY GRANT  
12 APPLICATION:

13 (1) A DESCRIPTION OF THE DROP-OUT RECOVERY PROGRAM THAT  
14 INCLUDES A SUMMARY OF THE OUTREACH AND REFERRAL STRATEGY THAT  
15 WILL BE UTILIZED BY THE COMMUNITY PARTNER AND SCHOOL DISTRICT  
16 TO REENGAGE DROPOUTS INTO EDUCATIONAL PROGRAMMING.

17 (2) A DESCRIPTION OF THE COMMUNITY PARTNER'S PROGRAMS  
18 AND SERVICES CURRENTLY USED FOR DROP-OUT RECOVERY.

19 (3) A DESCRIPTION OF HOW THE GRANT WILL AUGMENT CURRENT  
20 DROP-OUT RECOVERY PROGRAMS OR CREATE ADDITIONAL DROP-OUT  
21 RECOVERY INITIATIVES.

22 (4) IN THE CASE WHERE A COMMUNITY PARTNER COLLABORATES  
23 WITH MORE THAN ONE SCHOOL DISTRICT TO OFFER A REGIONAL DROP-  
24 OUT RECOVERY PROGRAM, A LISTING OF THE SCHOOL DISTRICTS AND  
25 COMMUNITY PARTNERS THAT WILL COLLABORATE AND THE AGREEMENT  
26 BETWEEN THE ENTITIES DESIGNATING RESPONSIBILITIES FOR THE  
27 PROGRAM.

28 SECTION 504. GRANT COORDINATOR.

29 EACH SCHOOL DISTRICT AND COMMUNITY PARTNER THAT RECEIVES A  
30 GRANT FOR A DROP-OUT PREVENTION PLAN OR DROP-OUT RECOVERY

PROGRAM SHALL APPOINT A GRANT COORDINATOR WHO SHALL BE RESPONSIBLE FOR THE ADMINISTRATION OF THE GRANT IN ACCORDANCE WITH THE REQUIREMENTS OF THIS ACT.

SECTION 505. INDIVIDUAL GRADUATION PLANS.

(A) GENERAL RULE.--EACH SCHOOL DISTRICT RECEIVING A DROP-OUT PREVENTION GRANT SHALL BE PROVIDED WITH ADDITIONAL FUNDING TO PREPARE INDIVIDUAL GRADUATION PLANS FOR AT-RISK STUDENTS SERVED BY THE DROP-OUT PREVENTION PLAN GRANT IN THE SCHOOL DISTRICT.

(B) CONTENTS.--AN INDIVIDUAL GRADUATION PLAN MAY INCLUDE, BUT NOT BE LIMITED TO, THE FOLLOWING:

(1) IDENTIFY EDUCATIONAL GOALS AND ESTABLISH PERSONAL GOALS FOR AN AT-RISK STUDENT.

(2) PROVIDE TOOLS AND ASSISTANCE IN POSTSECONDARY AND CAREER EXPLORATION, INCLUDING FINANCIAL AID COUNSELING AND ASSISTANCE.

(3) TRACK ASSESSMENT RESULTS AND EDUCATIONAL HISTORY AND PROVIDE APPROPRIATE MONITORING AND ACADEMIC INTERVENTION AND OTHER EVALUATION STRATEGIES AS DETERMINED BY THE SCHOOL DISTRICT.

(4) TRACK AT-RISK STUDENT SERVICE LEARNING PROGRAMS, LEARNING-TO-WORK EXPERIENCES, ENTREPRENEURIAL EXPERIENCES AND EXTRACURRICULAR AND ORGANIZATION ACTIVITIES.

(5) ADDRESS PARTICIPATION OF THE AT-RISK STUDENT'S PARENTS OR GUARDIAN, INCLUDING CONSIDERATION OF THE PARENTS' OR GUARDIAN'S EDUCATIONAL EXPECTATIONS FOR THE STUDENT.

(6) ADDITIONAL REQUIREMENTS AS DETERMINED BY THE SCHOOL DISTRICT.

SECTION 506. TECHNICAL ASSISTANCE.

AT THE REQUEST OF A SCHOOL DISTRICT, THE DEPARTMENT SHALL PROVIDE EACH SCHOOL DISTRICT WITH TECHNICAL ASSISTANCE,

1 INCLUDING, BUT NOT LIMITED TO, BEST PRACTICES OR STRATEGIES TO  
2 ASSIST IN THE DEVELOPMENT OF AN EFFECTIVE DROP-OUT PREVENTION  
3 PLAN OR DROP-OUT RECOVERY PROGRAM, OR BOTH, AND INDIVIDUAL  
4 GRADUATION PLANS FOR AT-RISK STUDENTS THAT WILL ENHANCE THE  
5 SCHOOL DISTRICT'S ABILITY TO MEET THE DIVERSE NEEDS OF ITS  
6 STUDENT POPULATION AND COMMUNITY. TECHNICAL ASSISTANCE SHALL  
7 INCLUDE RESEARCH-BASED ALTERNATIVE OPTIONS AND STRATEGIES AND  
8 MAY BE PROVIDED THROUGH ONLINE TRAINING PROGRAMS.

9 SECTION 507. PRIORITY FUNDING.

10 SCHOOL DISTRICTS AND COMMUNITY PARTNERS LOCATED IN SCHOOL  
11 DISTRICTS THAT THE OFFICE DETERMINES AS HAVING A DROP-OUT RATE  
12 HIGHER THAN THE STATE AVERAGE SHALL RECEIVE PRIORITY WHEN  
13 CONSIDERING APPLICATIONS FOR DROP-OUT PREVENTION PLAN GRANTS AND  
14 DROP-OUT RECOVERY PROGRAM GRANTS.

15 CHAPTER 7

16 ADMINISTRATION

17 SECTION 701. REPORTING.

18 BEGINNING IN THE 2010-2011 SCHOOL YEAR AND EACH SCHOOL YEAR  
19 THEREAFTER, THE OFFICE SHALL ANNUALLY PREPARE A REPORT AND  
20 PROVIDE A COPY OF THE REPORT TO THE EDUCATION COMMITTEE OF THE  
21 SENATE AND THE EDUCATION COMMITTEE OF THE HOUSE OF  
22 REPRESENTATIVES AND SHALL POST A COPY OF THE REPORT ON THE  
23 DEPARTMENT'S PUBLICLY ACCESSIBLE INTERNET WEBSITE BY SEPTEMBER 1  
24 OF EACH YEAR, THAT CONTAINS, AT A MINIMUM, THE FOLLOWING:

25 (1) ALL DROP-OUT, GRADUATION AND GRADUATION-GAP RATES  
26 REPORTED BY SCHOOL ENTITIES, CHARTER SCHOOLS AND CYBER  
27 CHARTER SCHOOLS, INCLUDING SCHOOL-LEVEL DATA, DISAGGREGATED  
28 BY THE FACTORS USED TO IDENTIFY AN AT-RISK STUDENT AND THE  
29 FOLLOWING CLASSIFICATIONS:

30 (I) LIMITED ENGLISH PROFICIENCY.

1           (II)   LOW INCOME.

2           (III)  SPECIAL EDUCATION.

3           (IV)  GIFTED EDUCATION.

4           (V)   RACE/ETHNICITY.

5           (VI)  GENDER.

6           (VII)  SCHOOL ENTITY.

7           (VIII) GEOGRAPHIC AREA.

8           (2)   HIGHEST GRADE LEVEL COMPLETED AND AGE PRIOR TO

9   DROPPING OUT.

10          (3)   NUMBER OF STUDENTS SERVED BY THE DROP-OUT PREVENTION

11   PLAN AND DROP-OUT RECOVERY PROGRAM GRANTS.

12          (4)   IDENTIFICATION OF SCHOOL DISTRICTS AND COMMUNITY

13   PARTNERS WHO RECEIVED EITHER A DROP-OUT PREVENTION PLAN GRANT

14   OR A DROP-OUT RECOVERY PROGRAM GRANT AND THE TOTAL AMOUNT THE

15   ENTITIES RECEIVED.

16          (5)   AN EVALUATION OF THE GRANT DOLLARS' EFFECTIVENESS IN

17   AIDING SCHOOL DISTRICTS AND COMMUNITY PARTNERS WORKING IN

18   CONJUNCTION WITH SCHOOL DISTRICTS TO PROVIDE SUCCESSFUL DROP-

19   OUT PREVENTION PLANS AND DROP-OUT RECOVERY PROGRAMS.

20   (B)   UNIFORM REPORTING.--SCHOOL ENTITIES, CHARTER SCHOOLS AND

21   CYBER CHARTER SCHOOLS SHALL USE THE DEFINITIONS AND FORMULAS

22   ESTABLISHED BY THE DEPARTMENT IF NO FEDERAL STATUTE, REGULATION

23   OR GUIDELINE EXISTS WHEN REPORTING THE GRADUATION, DROP-OUT AND

24   GRADUATION-GAP RATES TO THE OFFICE. SCHOOL ENTITIES, CHARTER

25   SCHOOLS AND CYBER CHARTER SCHOOLS SHALL REPORT THESE RATES

26   ANNUALLY, AS REQUIRED BY THE OFFICE, ON A FORM TO BE DEVELOPED

27   AND PROVIDED BY THE OFFICE.

28   (C)   GUIDELINES AND STANDARDS.--THE OFFICE MAY DEVELOP ANY

29   GUIDELINES OR STANDARDS NECESSARY TO IMPLEMENT THE REQUIREMENTS

30   OF THIS ACT.

CHAPTER 11

MISCELLANEOUS PROVISIONS

SECTION 1101. INDIVIDUALIZED EDUCATION PROGRAM.

NOTWITHSTANDING SECTION 505, A STUDENT'S INDIVIDUALIZED EDUCATION PROGRAM DEVELOPED UNDER 22 PA. CODE CH. 14 (RELATING TO SPECIAL EDUCATION SERVICES AND PROGRAMS) MAY BE USED AS THE STUDENT'S INDIVIDUAL GRADUATION PLAN UNDER THIS ACT.

SECTION 1102. EFFECTIVE DATE.

THIS ACT SHALL TAKE EFFECT JULY 1, 2008, OR IMMEDIATELY, WHICHEVER IS LATER.