

S 1686

Education for Tomorrow's Jobs Act

Congress: 112 (2011–2013, Ended)

Chamber: Senate

Policy Area: Education

Introduced: Oct 12, 2011

Current Status: Read twice and referred to the Committee on Health, Education, Labor, and Pensions.

Latest Action: Read twice and referred to the Committee on Health, Education, Labor, and Pensions. (Oct 12, 2011)

Official Text: <https://www.congress.gov/bill/112th-congress/senate-bill/1686>

Sponsor

Name: Sen. Casey, Robert P., Jr. [D-PA]

Party: Democratic • **State:** PA • **Chamber:** Senate

Cosponsors

No cosponsors are listed for this bill.

Committee Activity

Committee	Chamber	Activity	Date
Health, Education, Labor, and Pensions Committee	Senate	Referred To	Oct 12, 2011

Subjects & Policy Tags

Policy Area:

Education

Related Bills

Bill	Relationship	Last Action
112 HR 3154	Related bill	Nov 18, 2011: Referred to the Subcommittee on Early Childhood, Elementary, and Secondary Education.

Education for Tomorrow's Jobs Act - Amends part A of title I of the Elementary and Secondary Education Act of 1965 to require local educational agencies receiving subgrants under part A to describe how they will establish and carry out a school improvement program, including how they will:

- create a network of schools or programs of study that integrate a rigorous curriculum emphasizing college and career readiness, and wraparound support services;
- use school-level strategies to personalize students' educational experience;
- demonstrate their capacity to implement and sustain their program;
- involve institutions of higher education, employers, community-based organizations, parent organizations, and other stakeholders in the school improvement process;
- provide school staff and other stakeholders with high-quality training and technical assistance;
- facilitate student transitions from secondary schools that do not award diplomas to secondary schools that do, and from the latter to postsecondary education;
- enable their program through policies that may include budgeting, governance, curriculum, and scheduling autonomies;
- place students, when possible, in a school or program of study that the student or their parents choose;
- ensure that students are able to fully participate in their school or program of study and are not placed in a school or program of study on the basis of their prior academic achievement or status as a poor, minority, disabled, or limited English proficient student; and
- arrange for an ongoing and rigorous evaluation of their program, and disseminate best practices.

Actions Timeline

- **Oct 12, 2011:** Introduced in Senate
- **Oct 12, 2011:** Read twice and referred to the Committee on Health, Education, Labor, and Pensions.