

HR 4509

Supporting Emotional Learning Act

Congress: 113 (2013–2015, Ended)

Chamber: House

Policy Area: Education

Introduced: Apr 29, 2014

Current Status: Referred to the Subcommittee on Early Childhood, Elementary, and Secondary Education.

Latest Action: Referred to the Subcommittee on Early Childhood, Elementary, and Secondary Education. (Jun 13, 2014)

Official Text: <https://www.congress.gov/bill/113th-congress/house-bill/4509>

Sponsor

Name: Rep. Davis, Susan A. [D-CA-53]

Party: Democratic • **State:** CA • **Chamber:** House

Cosponsors (3 total)

Cosponsor	Party / State	Role	Date Joined
Rep. Ryan, Tim [D-OH-13]	D · OH		Apr 29, 2014
Rep. Cárdenas, Tony [D-CA-29]	D · CA		May 8, 2014
Rep. Rangel, Charles B. [D-NY-13]	D · NY		May 28, 2014

Committee Activity

Committee	Chamber	Activity	Date
Education and Workforce Committee	House	Referred to	Jun 13, 2014

Subjects & Policy Tags

Policy Area:

Education

Related Bills

No related bills are listed.

Supporting Emotional Learning Act - Amends the Education Sciences Reform Act of 2002 to require:

- the National Center for Education Research to carry out research regarding the impact of social and emotional education;
- the Commissioner for Education Research to support research into social and emotional skills and habits; and
- comprehensive centers to provide training, professional development, and technical assistance regarding the use of scientifically valid teaching methods and assessment tools in imparting social and emotional life learning.

Amends the Higher Education Act of 1965 to require highly qualified teachers to have preparation in the understanding, use, and development of social and emotional learning programming.

Defines "social and emotional learning" as the processes through which students acquire and effectively apply:

- self-awareness and self-management skills to achieve academic and life success;
- social-awareness and relationship skills to establish and maintain positive relationships; and
- responsible decisionmaking skills and behavior in personal, school, and community contexts.

Requires Teacher Quality Partnership grants to be used in preparing prospective and new teachers and principals to understand, use, and develop social and emotional learning programming. (Teacher Quality Partnership grants are provided to partnerships between high-need local educational agencies [LEAs], their high-need schools, and institutions of higher education [IHEs].)

Requires centers of excellence to design teacher training programs that promote the understanding, use, and development of social and emotional learning programming. (Centers of excellence are minority-serving IHEs or partnerships between such IHEs and other IHEs that are awarded grants to ensure that current and future teachers are highly qualified.)

Requires Teach to Reach grants to be used to train general education teacher candidates to understand, use, and develop social and emotional learning programming. (Teach to Reach grants are provided to partnerships between IHEs and high-need LEAs to more effectively prepare general education teacher candidates to instruct disabled students in general education classrooms).

Actions Timeline

- **Jun 13, 2014:** Referred to the Subcommittee on Early Childhood, Elementary, and Secondary Education.
- **Apr 29, 2014:** Introduced in House
- **Apr 29, 2014:** Referred to the House Committee on Education and the Workforce.