

Amend HB 2217 by striking all below the enacting clause and substituting the following:

SECTION 1. Sections 7.009(a) and (b), Education Code, are amended to read as follows:

(a) In coordination with the Legislative Budget Board, the agency shall establish an online clearinghouse of information relating to best practices of campuses and school districts regarding instruction, dropout prevention, public school finance, resource allocation, and business practices. To the extent practicable, the agency shall ensure that information provided through the online clearinghouse is specific, actionable information relating to the best practices of high-performing and highly efficient campuses and school districts rather than general guidelines relating to campus and school district operation. The information must be accessible by campuses, school districts, and interested members of the public.

(b) The agency shall solicit and collect from the Legislative Budget Board, centers for education research established under Section 1.005, and exemplary or recognized school districts, campuses, and open-enrollment charter schools, as rated under Section 39.072, examples of best practices relating to instruction, dropout prevention, public school finance, resource allocation, and business practices, including best practices relating to curriculum, scope and sequence, compensation and incentive systems, bilingual education and special language programs, compensatory education programs, and the effective use of instructional technology, including online courses.

SECTION 2. Subchapter B, Chapter 7, Education Code, is amended by adding Section 7.031 to read as follows:

Sec. 7.031. STUDY OF BEST PRACTICES FOR DROPOUT PREVENTION.

(a) The commissioner shall contract with one or more centers for education research under Section 1.005 to:

(1) study the best practices of campuses and school districts in this state and other states regarding dropout prevention programs; and

(2) prepare a report regarding the findings of the study.

(b) The report under Subsection (a) must:

(1) identify any high-performing and highly efficient dropout prevention programs;

(2) identify the dropout prevention programs under Subdivision (1) that have the most potential for success in this state; and

(3) recommend legislation or other actions necessary to implement a dropout prevention program identified under Subdivision (2).

(c) Not later than December 1, 2008, the commissioner shall deliver the report produced under Subsection (a) to the governor, the lieutenant governor, the speaker of the house of representatives, and the presiding officers of the standing committees of each house of the legislature with primary jurisdiction over public education.

(d) This section expires January 1, 2009.

SECTION 3. Subchapter J, Chapter 21, Education Code, is amended by adding Section 21.4511 to read as follows:

Sec. 21.4511. PROFESSIONAL DEVELOPMENT ACTIVITIES FOR TEACHERS AND ADMINISTRATORS. (a) From funds appropriated for that purpose, the High School Completion and Success Initiative Board established under Subchapter L, Chapter 39, may develop and award grants to school districts, regional education service centers, and institutions of higher education for the establishment of technical assistance and professional development activities in the staff development training of public school teachers and administrators.

(b) The training under this section shall include training relating to implementing curriculum and instruction that is aligned with the foundation curriculum described by Section 28.002(a)(1) and standards and expectations for college readiness, as determined by State Board of Education rule under Section 28.008(d).

(c) The High School Completion and Success Initiative Board may give preference to a school district, regional education service center, or institution of higher education conducting professional development activities under this section that applies for a grant in partnership with a state or national organization that has demonstrated success in the development and

implementation of high school reform strategies.

SECTION 4. Subchapter J, Chapter 21, Education Code, is amended by adding Section 21.4541 to read as follows:

Sec. 21.4541. MATHEMATICS INSTRUCTIONAL COACHES PILOT PROGRAM. (a) Using funds appropriated for that purpose, the commissioner by rule shall establish a pilot program under which participating school districts and campuses receive assistance in developing the instructional expertise of teachers who instruct students in mathematics at the middle school, junior high school, or high school level.

(b) The commissioner shall select school districts and campuses to participate in the pilot program that have relatively low:

(1) levels of student performance at the middle school, junior high school, or high school level on the assessment instruments in mathematics required under Section 39.023; and

(2) numbers of teachers who are properly certified in mathematics under Subchapter B.

(c) The commissioner shall design the pilot program so that each participating school district or campus has access to the services of an individual who is certified under Subchapter B to teach mathematics at the appropriate grade levels and who has significant experience in providing mathematics instruction to students. The individual must be available to provide instructional coaching to district or campus teachers who provide instruction in mathematics at the middle school, junior high school, or high school level. The instructional coaching may include:

(1) providing classes to teachers on effective mathematics instruction;

(2) providing individual tutoring to teachers regarding effective mathematics instruction; or

(3) engaging in any other activities determined by the commissioner as likely to improve the instructional skills of teachers providing mathematics instruction.

(d) The commissioner shall adopt rules necessary to implement the pilot program. In adopting rules under this

subsection, the commissioner shall adopt procedures that coordinate a grant of funds under this section with the funding for mentor teachers under Section 21.458.

SECTION 5. Subchapter J, Chapter 21, Education Code, is amended by adding Section 21.462 to read as follows:

Sec. 21.462. MATHEMATICS, SCIENCE, AND TECHNOLOGY TEACHER PREPARATION ACADEMIES. (a) From funds appropriated for that purpose, the Texas Higher Education Coordinating Board shall establish academies at institutions of higher education to improve the instructional skills of teachers certified under Subchapter B and train students enrolled in a teacher preparation program to perform at the highest levels in mathematics, science, and technology. The coordinating board may adopt rules as necessary to administer this section.

(b) Before an institution of higher education establishes an academy under this section, the institution must apply through a competitive process, as determined by the Texas Higher Education Coordinating Board, and meet any requirements established by the coordinating board for designation as an academy under this section and continued funding. The institution of higher education must have a teacher preparation program approved by the State Board for Educator Certification or be affiliated with an approved program in a manner that allows participants to meet the certification requirements under Sections 21.0482, 21.0483, and 21.0484.

(c) The Texas Higher Education Coordinating Board and the State Board for Educator Certification shall adopt rules to coordinate the requirements of each board to facilitate the ability of a graduate of an academy established under this section to obtain a master teacher certificate under Section 21.0482, 21.0483, or 21.0484.

(d) A participant in an academy program must be:

(1) an experienced teacher who:

(A) is recommended by a school district; and

(B) has at least five years experience teaching mathematics, science, or technology in assignments for which the teacher met all certification requirements; or

(2) a teacher preparation program candidate who has or

will graduate with a degree in mathematics, science, or technology.

(e) An academy program shall:

(1) offer a masters-level degree as part of the program on a schedule that allows a teacher participant to complete the program and degree while employed as a teacher;

(2) coordinate with the mathematics, science, and technology departments of the institution of higher education operating the program to facilitate the ability of:

(A) academy participants to take advanced courses and qualify for degrees; and

(B) teacher preparation program candidates pursuing mathematics, science, or technology degrees to participate in academy programs;

(3) integrate advanced subject-matter coursework with instructional methodology and curriculum delivery; and

(4) focus on strengthening instructional skills.

(f) An academy program may:

(1) provide financial assistance for the purpose of allowing participants to complete the program and obtain a master teacher certificate under Section 21.0482, 21.0483, or 21.0484;

(2) include programs in leadership skills to develop training, mentoring, and coaching skills;

(3) deliver coursework electronically for some or all of the program; and

(4) provide for ongoing professional development and coordination with specific public school instructional programs.

(g) The commissioner of education shall, to the extent funds are appropriated for that purpose:

(1) develop training materials under Sections 21.454 and 21.456 consistent with the academy training and master mathematics, science, and technology certification;

(2) coordinate the activities of professional development institutes in mathematics under Section 21.455 with activities of academies established under this section; and

(3) target grants under Sections 21.411, 21.412, and 21.413 to support experienced teachers participating in an academy program.

SECTION 6. Section 28.008, Education Code, is amended by adding Subsection (d-1) to read as follows:

(d-1) Beginning with the 2007-2008 school year, the State Board of Education shall incorporate college readiness standards and expectations into the essential knowledge and skills of the foundation curriculum under Section 28.002(a)(1) for courses in which students in grades nine through 12 generally enroll, as determined by board rule. This subsection expires December 1, 2012.

SECTION 7. Section 28.0212, Education Code, is amended by adding Subsections (d) and (e) to read as follows:

(d) The agency shall establish minimum standards for a personal graduation plan under this section.

(e) The commissioner may adopt rules as necessary to administer this section.

SECTION 8. Subchapter C, Chapter 29, Education Code, is amended by adding Sections 29.095 through 29.098 to read as follows:

Sec. 29.095. GRANTS FOR STUDENT CLUBS. (a) In this section:

(1) "Board" means the High School Completion and Success Initiative Board established under Subchapter L, Chapter 39.

(2) "Student at risk of dropping out of school" has the meaning assigned by Section 29.081(d).

(b) The board shall administer a pilot program to provide grants to school districts to fund student club activities for students at risk of dropping out of school. From funds appropriated for purposes of this subchapter, the board shall spend an amount not to exceed \$5 million in any state fiscal biennium on the program.

(c) The board may award a grant in an amount not to exceed \$5,000 in a school year to a school district on behalf of a student club at a district high school campus at which at least 60 percent of students are identified as students at risk of dropping out of school. To be eligible for a grant, the student club and the club's sponsor must be sanctioned by the campus and district. A grant awarded under this program must be matched by other federal, state,

or local funds, including donations, in an amount equal to the amount of the grant. A district shall seek donations or sponsorships from local businesses or community organizations to raise the matching funds. The board may award a grant on behalf of more than one student club at a campus in the same school year.

(d) The board shall establish application criteria for receipt of a grant under this section. The criteria must require confirmation that the appropriate campus-level planning and decision-making committee established under Subchapter F, Chapter 11, and the school district board of trustees have approved a plan that includes:

(1) a description of the student club;

(2) a statement of the student club's goals, intent, and activities;

(3) a statement of the source of funds to be used to match the grant;

(4) a budget for the student club;

(5) a statement showing that the student club's finances are sustainable; and

(6) any other information the board requires.

(e) The board shall establish the minimum requirements for a local grant agreement, including requiring:

(1) the agreement to be signed by the sponsor of a student club receiving a grant and another authorized school district officer; and

(2) the district and the student club to participate in an evaluation, as determined by the board, of the club's program and the program's effect on student achievement and dropout rates.

(f) A student club may use funds awarded under this section to support academic or co-curricular club activities, other than athletics, in which at least 50 percent of the participating students have been identified as students at risk of dropping out of school. A student club may use funds for materials, sponsor stipends, and other needs that directly support the club's activities. A student club must use the entire amount of the grant to directly fund the club's activities described in the plan approved as provided by Subsection (d). A student club may not use

more than 50 percent of a grant to pay sponsor stipends.

(g) The school district board of trustees shall ensure that funds awarded under this section are expended in compliance with Subsection (f). At the end of the school year, a student club that receives a grant must submit a report to the board of trustees summarizing the club's activities and the extent to which the club met the club's goals and achieved the club's intent. The decision of the board of trustees under this subsection relating to compliance with Subsection (f) is final and may not be appealed.

Sec. 29.096. COLLABORATIVE DROPOUT REDUCTION PILOT PROGRAM. (a) In this section, "board" means the High School Completion and Success Initiative Board established under Subchapter L, Chapter 39.

(b) Using funds appropriated for that purpose, the board by rule shall establish a pilot program under which a school district or open-enrollment charter school may receive a grant to implement a local collaborative dropout reduction program.

(c) In selecting school districts or open-enrollment charter schools to participate and receive a grant under this section, the board:

(1) shall consider districts and charter schools that:

(A) have a relatively high number, as determined by the board, of students in grades six through 12 who drop out of school;

(B) operate programs that serve a significant population, as determined by the board, of students who have dropped out of school; and

(C) are affected by local factors, including high rates, as determined by the board, of juvenile delinquency and other criminal activity; and

(2) may consider the availability to a school district or charter school of the following factors to support a grant under this section:

(A) matching funds or other funds; and

(B) coordinated services.

(d) The board shall establish application criteria for receiving a grant under this section. The criteria must require a

school district or open-enrollment charter school that applies for a grant to collaborate with local businesses, other local governments or law enforcement agencies, nonprofit organizations, faith-based organizations, or institutions of higher education to deliver proven, research-based intervention services. The goal of the program is to coordinate services and programs among local entities to:

(1) comprehensively reduce the number of students who drop out of school in that community; and

(2) increase the job skills, employment opportunities, and continuing education opportunities of students who might otherwise have dropped out of school.

(e) The board shall establish minimum standards for a local collaborative agreement, including a requirement that the agreement must be signed by an authorized school district or open-enrollment charter school officer and an authorized representative of each of the other participating entities that is a partner in the collaboration. The program must:

(1) limit participation in the program to students authorized to participate by a parent or other person standing in parental relationship;

(2) have as a primary goal graduation from high school under at least the minimum high school program;

(3) provide for local businesses or other employers to offer paid employment or internship opportunities and advanced career and vocational training;

(4) include an outreach component and a lead educational staff member to identify and involve eligible students and public and private entities in participating in the program;

(5) serve a population of students of which at least 50 percent are identified as students at risk of dropping out of school, as described by Section 29.081(d);

(6) allocate not more than 15 percent of grant funds and matching funds, as determined by the board, to administrative expenses;

(7) include matching funds from any of the participating entities; and

(8) include any other requirements as determined by the board.

(f) A local collaborative agreement under this section may:

(1) be coordinated with other services provided to students or their families by public or private entities;

(2) provide for local businesses to support the program, including:

(A) encouraging employees to engage in mentoring students and other school-related volunteer activities; and

(B) using matching funds to provide paid time off for volunteer activities under Paragraph (A) and other activities related to encouraging school involvement of parents of students enrolled in the program;

(3) allow grant funds to reimburse reasonable costs of participating entities;

(4) provide for electronic course delivery by a school district, open-enrollment charter school, or an institution of higher education; and

(5) be hosted or housed by a chamber of commerce, local workforce agency, local employer, or other public or private participating entity.

(g) The board may approve innovative instructional techniques for course credit in the enrichment curriculum leading to high school graduation under a collaborative program and shall develop accountability measures appropriate to those programs. The board may fund electronic courses that are part of a collaborative program and that are otherwise eligible for state funds. Funding for an electronic course may not exceed the total amount of state and local funding for a student to which the school district or open-enrollment charter school would otherwise be entitled.

(h) Nothing in this section authorizes the award of a high school diploma other than in compliance with Section 28.025.

(i) The board shall adopt rules necessary to administer the pilot program under this section.

Sec. 29.097. INTENSIVE TECHNOLOGY-BASED ACADEMIC INTERVENTION PILOT PROGRAM. (a) In this section:

(1) "Board" means the High School Completion and

Success Initiative Board established under Subchapter L, Chapter 39.

(2) "Pilot program" means the intensive technology-based academic intervention pilot program.

(b) From funds appropriated for that purpose, the board by rule shall establish a pilot program to award grants to participating campuses to provide intensive technology-based supplementary instruction in English, mathematics, science, or social studies to students in grades nine through 12 identified as being at risk of dropping out of school, as described by Section 29.081(d). Instruction techniques and technology used by a campus under this section must be based on the best available research, as determined by the board, regarding college and workforce readiness.

(c) The board may select for participation in the pilot program only campuses in which at least 50 percent of the students are identified as being at risk of dropping out of school, as described by Section 29.081(d), and that are located in communities that exhibit demographic characteristics that strongly correlate with high dropout rates, including the following factors, as determined by the commissioner:

(1) low rates of educational attainment, including high school graduation and participation in and completion of postsecondary education;

(2) high percentage of single-parent families;

(3) high crime rates; and

(4) high rates of poverty and unemployment.

(d) A program supported by a grant under this section to provide intensive technology-based supplementary instruction at a campus must:

(1) include comprehensive course plans and teacher guides that are aligned with one or more subjects of the foundation curriculum described by Section 28.002(a)(1);

(2) include technology-based supplementary instruction;

(3) include at least four cumulative days of training, professional development, and mentoring for teachers;

(4) provide students individual access to

technology-based supplementary instruction at least 90 minutes each week;

(5) provide teachers daily access to required technology;

(6) demonstrate significant effectiveness in high schools serving students identified as being at risk of dropping out of school, as described by Section 29.081(d);

(7) be selected in consultation with the teachers at the affected campus; and

(8) be implemented in partnership with institutions of higher education.

(e) The primary purpose of a program supported by a grant under this section to provide intensive technology-based supplementary instruction at a campus is to benefit students identified as being at risk of dropping out of school, as described by Section 29.081(d), but grant funds may be used to benefit a campus-wide program if the use of the funds does not defeat the primary purpose provided by this subsection.

(f) A grant awarded under this section:

(1) may not exceed \$50 for each participating student;
and

(2) must be matched by other federal, state, or local funds, including private donations.

(g) For purposes of Subsection (f)(2), a school district is encouraged to use funds allocated under Section 42.2516(b)(3).

(h) A grant awarded under this section may not be used to replace federal, state, or local funds previously spent on an instructional program, but may be used to expand an existing program.

(i) The entire amount of a grant awarded under this section:

(1) must fund the program described in the application for the grant; and

(2) may be used for:

(A) supplementary instructional support systems;

(B) technology used primarily for the delivery of supplementary instruction;

(C) teacher training and professional

development; and

(D) other necessary costs, as determined by the board.

Sec. 29.098. INTENSIVE SUMMER PROGRAMS. (a) In this section:

(1) "Board" means the High School Completion and Success Initiative Board established under Subchapter L, Chapter 39.

(2) "Pilot program" means the intensive summer pilot program for students identified as being at risk of dropping out of school or college.

(b) From funds appropriated for that purpose, the board by rule shall establish a pilot program to award grants to participating campuses to provide intensive academic instruction during the summer semester to promote college and workforce readiness to students identified as being at risk of dropping out of school or college. A grant awarded under this section may be used to fund any of the following categories of programs:

(1) a program administered by an institution of higher education to provide intensive academic instruction in English language arts, mathematics, and science to facilitate the student's transition from high school to a postsecondary institution;

(2) a program administered by a school district in partnership with an institution of higher education to provide intensive academic instruction in English language arts, mathematics, and science to promote high school completion and college readiness; and

(3) a program administered by a school district in partnership with an institution of higher education to provide intensive academic instruction in reading and mathematics to students in grades six through eight to promote high school completion and college readiness.

(c) The board may select for participation in the pilot program only school district campuses in which at least 50 percent of the students who attended the previous year or will attend the following year are identified as being at risk of dropping out of school, as described by Section 29.081(d), and are located in

communities that exhibit demographic characteristics that correlate strongly with high dropout rates, including the following factors, as determined by the commissioner:

(1) low rates of educational attainment, including high school graduation and participation in and completion of postsecondary education;

(2) high percentage of single-parent families;

(3) high crime rates; and

(4) high rates of poverty and unemployment.

(d) A grant may be awarded to an institution of higher education for a program administered under Subsection (b)(1) only if at least 50 percent of the students served in the program:

(1) have a score on the Scholastic Assessment Test (SAT) or American College Test (ACT) that is equal to a score less than the national mean score;

(2) have been awarded a grant under the federal Pell grant program;

(3) are at least 20 years of age on the date the student initially enrolls in the institution of higher education;
or

(4) have enrolled or will initially enroll as a part-time student.

(e) A program supported by a grant to provide intensive summer instruction under this section must:

(1) provide rigorous academic instruction;

(2) provide at least four weeks of instruction; and

(3) for a program described by Subsection (b)(2) or (3), be designed and implemented in partnership with an institution of higher education.

(f) To the extent practicable, an institution of higher education shall create work-study opportunities for students enrolled in teacher preparation programs to assist in providing instruction in programs described by this section.

(g) A grant awarded under this section:

(1) may not exceed \$750 for each participating student; and

(2) must be matched by not less than \$250 for each

participating student in other federal, state, or local funds, including private donations.

(h) For purposes of Subsection (g)(2), a school district is encouraged to use funds allocated under Section 42.2516(b)(3).

(i) A grant awarded under this section may not be used to replace federal, state, or local funds previously spent on a summer intensive program, but may be used to expand an existing program.

(j) The entire amount of a grant awarded under this section:

(1) must fund the program described in the application for the grant; and

(2) may be used for:

(A) instructional materials;

(B) technology used primarily for the delivery of supplementary instruction;

(C) teacher training and professional development, including educator stipends; and

(D) other necessary costs, as determined by the board.

(k) The commissioner of education and the commissioner of higher education shall jointly develop or adopt assessment instruments to diagnose students' readiness to perform college-level work, assess the cumulative knowledge of students participating in a program under this section, and ensure the rigorous quality of the instruction provided. To the extent practicable and appropriate, existing state-adopted assessment instruments should be used for purposes of this subsection.

(l) All students enrolled in a program under this section shall be administered an assessment instrument developed or adopted under Subsection (k).

(m) The commissioner of education, in coordination with the Texas Higher Education Coordinating Board, shall adopt a series of optional questions to be included in an assessment instrument administered under Subsection (l). The optional questions must be developed in a manner consistent with any college readiness standards adopted under Sections 39.113 and 51.3062.

(n) Instructional materials developed and adopted by the State Board of Education shall be used for instruction in a program

under Subsection (b)(2) or (3). The State Board of Education may develop and adopt any additional instructional materials as necessary for a program under Subsection (b)(2) or (3). The Texas Higher Education Coordinating Board may develop and adopt instructional materials as necessary for students enrolled in a program under Subsection (b)(1).

(o) The State Board of Education and the Texas Higher Education Coordinating Board shall include information technology resources that incorporate established best practices for instruction among approved instructional materials for intensive summer programs under this section to enhance the effectiveness of the programs.

SECTION 9. Subchapter Z, Chapter 29, Education Code, is amended by adding Sections 29.917 and 29.918 to read as follows:

Sec. 29.917. HIGHER EDUCATION AND WORKFORCE READINESS PROGRAMS. (a) From funds appropriated for the purpose, the commissioner may award grants to organizations that provide volunteers to teach classroom or after-school programs to enhance:

- (1) college readiness;
- (2) workforce readiness;
- (3) dropout prevention; or
- (4) personal financial literacy.

(b) To implement or administer a program under this section, the commissioner may accept gifts, grants, and donations from public or private entities.

(c) The commissioner may conduct a study of the programs under this section to determine the success of the programs in preparing students for higher education and participation in the workforce.

Sec. 29.918. DROPOUT PREVENTION STRATEGIES. (a) Notwithstanding Section 42.152, a school district or open-enrollment charter school with a high dropout rate, as determined by the commissioner, must submit a plan to the commissioner describing the manner in which the district or charter school intends to use the compensatory education allotment under Section 42.152 for developing and implementing research-based strategies for dropout prevention.

(b) A school district or open-enrollment charter school to which this section applies may not spend or obligate more than 25 percent of the district's or charter school's compensatory education allotment unless the commissioner approves the plan submitted under Subsection (a).

(c) The commissioner shall adopt rules to administer this section. The commissioner may impose sanctions under Section 39.131 or 39.1321 if a school district or open-enrollment charter school fails to timely comply with this section.

SECTION 10. Subchapter F, Chapter 39, Education Code, is amended by adding Section 39.115 to read as follows:

Sec. 39.115. HIGH SCHOOL INNOVATION GRANT INITIATIVE. (a) From funds appropriated for that purpose, the High School Completion and Success Initiative Board established under Subchapter L may provide grants to secondary campuses and school districts to support:

(1) the implementation of innovative high school improvement programs that are based on the best available research, as determined by the board, regarding high school reform, dropout prevention, and preparing students for postsecondary coursework or employment; and

(2) enhancing education practices that have been demonstrated by significant evidence of effectiveness, as determined by the board.

(b) To receive a grant under this section, the High School Completion and Success Initiative Board may require a campus or school district to:

(1) obtain local matching funds; or

(2) meet other conditions, including developing a personal graduation plan under Section 28.0212 for each student enrolled at the campus or in a district high school.

SECTION 11. Chapter 39, Education Code, is amended by adding Subchapter L to read as follows:

SUBCHAPTER L. HIGH SCHOOL COMPLETION AND SUCCESS INITIATIVE

Sec. 39.351. DEFINITION. In this subchapter, "board" means the High School Completion and Success Initiative Board.

Sec. 39.352. HIGH SCHOOL COMPLETION AND SUCCESS INITIATIVE

BOARD. (a) The High School Completion and Success Initiative Board is established to coordinate improvement in secondary instruction in public schools in this state.

(b) The board is composed of:

(1) the commissioner of education;

(2) the commissioner of higher education;

(3) five voting members appointed as follows:

(A) one member appointed by the governor;

(B) two members appointed by the lieutenant governor; and

(C) two members appointed by the speaker of the house of representatives; and

(4) three nonvoting members, appointed by the governor.

(c) In making appointments required by Subsection (b):

(1) the governor, lieutenant governor, and speaker of the house of representatives shall appoint board members under Subsection (b)(3) who have distinguished experience in:

(A) developing and implementing high school reform strategies; and

(B) promoting college and workforce readiness;
and

(2) the governor shall appoint board members under Subsection (b)(4) who represent private foundations that have made a substantial investment in the improvement of high schools in this state.

Sec. 39.353. TERMS. (a) Voting members of the board appointed under Section 39.352(b)(3) serve staggered terms of two years, with two members' terms expiring September 1 of each even-numbered year and three members' terms expiring September 1 of each odd-numbered year.

(b) Nonvoting members of the board appointed under Section 39.352(b)(4) serve one-year terms.

Sec. 39.354. PRESIDING OFFICER. The commissioner of education serves as the presiding officer of the board.

Sec. 39.355. BOARD MEETINGS. Meetings of the board are subject to Chapter 551, Government Code.

Sec. 39.356. COMPENSATION AND REIMBURSEMENT. A member of the board is not entitled to compensation for service on the board but is entitled to reimbursement for actual and necessary expenses incurred in performing board duties.

Sec. 39.357. BOARD STAFF. Staff members of the agency and the Texas Higher Education Coordinating Board shall provide administrative support for the board.

Sec. 39.358. STRATEGIC PLAN. (a) The board shall adopt a strategic plan under this subchapter to:

(1) address the manner in which federal and state funds appropriated or received for the purposes of high school reform, dropout prevention, and preparation of students for postsecondary coursework or employment shall be distributed;

(2) specify strategies to identify, support, and expand programs to improve high school completion rates and college and workforce readiness;

(3) develop and award grants that support the strategic plan adopted under this section, including grants awarded under Sections 21.4511, 21.4541, 29.095, 29.096, 29.097, 29.098, and 39.115;

(4) establish criteria for scoring grant applications subject to the strategic plan and for awarding grants on the basis of the criteria adopted;

(5) award grants to school districts, open-enrollment charter schools, institutions of higher education, regional education service centers, or nonprofit organizations to meet the goals of the board's strategic plan; and

(6) ensure that appropriate research and program evaluation is conducted as provided by this subchapter.

(b) The commissioner of education and the commissioner of higher education shall adopt rules as necessary to administer the strategic plan adopted by the board under this section.

Sec. 39.359. GRANT APPLICATION REVIEW. From funds appropriated for that purpose, the board shall set aside not more than \$500,000 annually to contract with one or more persons who have experience in reviewing grant applications to score grant applications subject to the strategic plan and make funding

recommendations to the board.

Sec. 39.360. PRIVATE FOUNDATION PARTNERSHIPS. (a) The board shall coordinate with private foundations that have made a substantial investment in the improvement of high schools in this state to maximize the impact of public and private investments.

(b) A private foundation is not required to obtain the approval of the board under Subsection (a) before allocating resources to a school in this state.

Sec. 39.361. GRANT PROGRAM EVALUATION. (a) From funds appropriated for high school improvement, the commissioner of education shall set aside not more than \$1.5 million annually to contract with centers for education research established under Section 1.005 to evaluate programs supported by grants approved by the board under this subchapter.

(b) A person who receives a grant approved by the board under this subchapter must consent to an evaluation under this section as a condition of receiving the grant.

Sec. 39.362. REPORTS. (a) Not later than December 1 of each even-numbered year, the board shall prepare and deliver a report to the legislature that recommends any statutory changes the board considers appropriate to promote high school completion and college and workforce readiness.

(b) Not later than March 1 and September 1 of each year, the commissioner of education shall prepare and deliver a progress report to the presiding officers of the standing committees of each house of the legislature with primary jurisdiction over public education, the Legislative Budget Board, and the Governor's Office of Policy and Planning on:

(1) the implementation of Sections 7.031, 21.4511, 21.4541, 21.462, 28.008(d-1), 28.0212(d), 29.095-29.098, 29.918, and 39.115 and this subchapter; and

(2) the programs supported by grants approved by the board.

SECTION 12. (a) The commissioner of education shall prepare and deliver to the governor, lieutenant governor, speaker of the house of representatives, and the presiding officers of the standing committees of each house of the legislature with primary

jurisdiction over public education a preliminary report on or before December 1, 2008, and a final report on or before December 1, 2010, as described by Subsection (b) of this section.

(b) The reports referred to in Subsection (a) of this section must include an assessment of the impact of programs for which grants have been awarded under Subchapter L, Chapter 39, Education Code, as added by this Act, on:

- (1) student performance on assessment instruments administered under Subchapter B, Chapter 39, Education Code;
- (2) high school completion rates;
- (3) college readiness of high school students;
- (4) teacher effectiveness in instruction;
- (5) cost-effectiveness of the programs; and
- (6) any other factors the commissioner of education determines relevant.

SECTION 13. In making the initial appointments to the High School Completion and Success Initiative Board under Subchapter L, Chapter 39, Education Code, as added by this Act:

(1) the lieutenant governor and speaker of the house of representatives shall each designate one member for a term expiring September 1, 2008; and

(2) the governor, lieutenant governor, and speaker of the house of representatives shall each designate one member for a term expiring September 1, 2009.

SECTION 14. This Act applies beginning with the 2007-2008 school year.

SECTION 15. This Act takes effect immediately if it receives a vote of two-thirds of all the members elected to each house, as provided by Section 39, Article III, Texas Constitution. If this Act does not receive the vote necessary for immediate effect, this Act takes effect September 1, 2007.