

119TH CONGRESS
2^D SESSION

H. R. 9320

To amend the Elementary and Secondary Education Act of 1965 to allow local educational agencies to use Federal funds for programs and activities that address chronic absenteeism, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

JUNE 15, 2026

Mr. MENEFEE (for himself, Ms. BYNUM, Mrs. BEATTY, Mr. CARTER of Louisiana, Mr. FIGURES, Ms. NORTON, Mrs. MCIVER, Ms. ROSS, Ms. WILSON of Florida, and Mr. THOMPSON of Mississippi) introduced the following bill; which was referred to the Committee on Education and Workforce

A BILL

To amend the Elementary and Secondary Education Act of 1965 to allow local educational agencies to use Federal funds for programs and activities that address chronic absenteeism, and for other purposes.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “All in For Attendance
5 Act”.

6 **SEC. 2. FINDINGS.**

7 Congress finds the following:

1 (1) Students who are chronically absent—
2 meaning they miss 10 percent or more of the school
3 year—are more likely to fall behind academically,
4 which can lead to hardships later in life. These stu-
5 dents are nearly four times more likely to not grad-
6 uate from high school. This leaves them prone to liv-
7 ing in poverty, suffering from diminished health, and
8 being involved in the criminal justice system later in
9 life.

10 (2) The Research and Development Corporation
11 (RAND) found that around 22 percent of students
12 were chronically absent during the 2024–2025
13 school year. No State has fully returned to pre-pan-
14 demic levels.

15 (3) According to the Department of Education,
16 during the 2024–2025 school year, students of color,
17 specifically American Indian, Black, Hispanic, and
18 Pacific Islander students, were disproportionately
19 represented in students who are considered chron-
20 ically absent. According to research by Stanford
21 University, local immigration raids have dramatically
22 exacerbated chronic absenteeism amongst Latino
23 students, specifically with younger students. These
24 years are critical in education formation and founda-

1 tion and missing school can further exacerbate
2 learning inequalities.

3 (4) The Department of Education has found
4 that chronic absenteeism is widespread, stemming
5 from a wide range of often overlapping internal and
6 external factors. External factors include homeless-
7 ness, challenges within families, and transportation;
8 while internal factors include health concerns, fear
9 of bullying, concern for safety, and not valuing daily
10 school attendance. Therefore, it is critical to have
11 cross-sector collaborations and multifaceted strate-
12 gies that incorporate parents (or guardians, as ap-
13 propriate) and public and community partners.

14 (5) According to EdTrust, chronic absenteeism
15 can be improved by investing in professional develop-
16 ment for teachers and professionals to help increase
17 relationships amongst students, parents, and their
18 community. Research from the University of Chicago
19 Consortium on School Research demonstrates that
20 attendance is higher in schools where students' rela-
21 tionships with their peers and teachers are stronger
22 and that teachers' reports of their relationships with
23 parents were also significantly related to absence
24 rates in their school in both middle grades and high
25 schools. Research on Social and Emotional Learning

1 has shown that students who demonstrate improved
2 social and emotional learning skills are less likely to
3 be chronically absent. In addition, early intervention
4 with tiered-approach responses has been shown to
5 reduce chronic absenteeism.

6 (6) Research from Stanford University dem-
7 onstrates that high-impact tutoring can serve as an
8 effective intervention to reduce student absenteeism.
9 A 2025 study found that students were 1.2 percent-
10 age points less likely to be absent on days when they
11 were scheduled to receive tutoring, with the strong-
12 est effects observed among middle school students
13 and those with a history of chronic absenteeism. The
14 study further found that tutoring programs were
15 most effective at improving attendance when they in-
16 corporated evidence-based design features, including
17 small group instruction, frequent sessions, and deliv-
18 ery during the school day.

19 **SEC. 3. INTERVENTIONS TO ADDRESS CHRONIC ABSENTEE-**
20 **ISM.**

21 (a) IN GENERAL.—Section 4108(5) of the Elemen-
22 tary and Secondary Education Act of 1965 (20 U.S.C.
23 7118(5)) is amended—

24 (1) in subparagraph (H)(iii) by striking “or” at
25 the end;

1 (2) in subparagraph (I), by striking the period
2 at the end and inserting “; or”; and

3 (3) by adding at the end the following:

4 “(J) interventions for students who miss or
5 are at risk of missing 10 percent or more of
6 school days (as determined at any time during
7 a school year), which may include—

8 “(i) implementing data collection sys-
9 tems that—

10 “(I) assist schools in collecting
11 and tracking attendance data;

12 “(II) include at least one early
13 warning indicator for students that
14 identifies—

15 “(aa) unexcused absences;

16 “(bb) excused absences;

17 “(cc) absences due to sick-
18 ness;

19 “(dd) absences due to sus-
20 pension or expulsion; or

21 “(ee) absences due to a
22 State emergency; and

23 “(III) collect, disaggregate, and
24 cross-tabulate data on chronic absen-
25 teeism and attendance by—

1 “(aa) the categories de-
2 scribed in section
3 1111(b)(2)(B)(xi);

4 “(bb) homeless status;

5 “(cc) whether the student is
6 in foster care; and

7 “(dd) whether the student
8 has a parent who is a member of
9 the Armed Forces (as defined in
10 section 101(a)(4) of title 10,
11 United States Code);

12 “(ii) creating data-sharing and con-
13 fidentiality agreements between schools
14 and social services agencies, city and coun-
15 ty governments, partner agencies, or com-
16 munity organizations working with stu-
17 dents;

18 “(iii) publishing and maintaining on a
19 publicly available website data on chronic
20 absenteeism and attendance (excluding any
21 personally identifiable information), includ-
22 ing publishing such data for each school
23 year;

1 “(iv) establishing an advisory system
2 to improve family engagement with student
3 attendance that—

4 “(I) collects input from teachers;

5 “(II) provides counseling and
6 support, to the extent practicable, for
7 students and their families in their
8 primary language, including by con-
9 ducting home visits; and

10 “(III) dedicates a space at school
11 for parents to receive resources per-
12 taining to child education, participate
13 in school activities, and engage with
14 the school community;

15 “(v) establishing a tiered system of
16 support with targeted engagement and
17 interventions for individual students, small
18 groups of students, and the student body;

19 “(vi) providing professional develop-
20 ment opportunities for educational service
21 centers and state support teams to build
22 the capacity of local educational agencies
23 and schools to reduce chronic absence;

1 “(vii) partnering with local health and
2 transportation services to target chronic
3 absence intervention efforts;

4 “(viii) partnering with community or-
5 ganizations that remove barriers to attend-
6 ing school by providing student
7 mentorship, family engagement, and pipe-
8 line services (as defined in section 4622);

9 “(ix) establishing goals and evaluation
10 of outcomes for mentored students;

11 “(x) planning and carrying out ongo-
12 ing coordination between mentors and
13 school personnel to identify individual stu-
14 dent challenges causing chronic absentee-
15 ism in an effort to connect mentees to ap-
16 propriate intervention efforts;

17 “(xi) identifying issues that lead to
18 school absences;

19 “(xii) meeting with students and par-
20 ents to engage students and improve stu-
21 dent performance;

22 “(xiii) arranging for home visits by
23 teachers to develop relationships among
24 students, parents, and schools;

1 “(xiv) connecting students to existing
2 school resources and activities, including
3 school counseling services and community-
4 based organizations;

5 “(xv) using mentors to serve as a
6 bridge between students, parents, and
7 schools;

8 “(xvi) implementing evidence-based
9 restorative justice strategies aimed at re-
10 ducing suspensions in order to keep stu-
11 dents in school;

12 “(xvii) implementing evidence-based
13 social and emotional learning strategies
14 and programs aimed at strengthening stu-
15 dent relationships with peers and teachers,
16 improving sense of belonging, and culti-
17 vating a more inclusive school culture and
18 climate; and

19 “(xviii) implementing evidence-based
20 high-impact tutoring programs, including
21 high-dosage tutoring, that provide con-
22 sistent, small-group, or one-on-one aca-
23 demic support to students with the goal of
24 improving student engagement, attend-
25 ance, and academic outcomes.”.

1 (b) ASSURANCE.—Section 4106(e)(2)(D) of the Ele-
2 mentary and Secondary Education Act of 1965 (20 U.S.C.
3 7116(e)(2)(D)) is amended by striking the semicolon and
4 inserting “, including an assurance that the local edu-
5 cational agency, or consortium of local educational agen-
6 cies, will not implement or carry out policies that include
7 suspensions, fines, or academic penalties for students who
8 have absences;”.

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