

111TH CONGRESS
2^D SESSION

S. _____

To strengthen student achievement and graduation rates and prepare young people for college, careers, and citizenship through innovative partnerships that meet the comprehensive needs of children and youth.

IN THE SENATE OF THE UNITED STATES

Mr. BROWN of Ohio introduced the following bill; which was read twice and referred to the Committee on _____

A BILL

To strengthen student achievement and graduation rates and prepare young people for college, careers, and citizenship through innovative partnerships that meet the comprehensive needs of children and youth.

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; TABLE OF CONTENTS.**

4 (a) SHORT TITLE.—This Act may be cited as the
5 “Developing Innovative Partnerships and Learning Op-
6 portunities that Motivate Achievement Act” (DIPLOMA
7 Act).

1 (b) TABLE OF CONTENTS.—The table of contents for
2 this Act is as follows:

- Sec. 1. Short title; table of contents.
- Sec. 2. Findings.
- Sec. 3. Purposes.
- Sec. 4. Definitions.
- Sec. 5. Demonstration program authorized; allotment to States.
- Sec. 6. State child and youth strategy.
- Sec. 7. Coordinating body; State applications.
- Sec. 8. State use of funds.
- Sec. 9. Local consortium application; local child and youth strategy.
- Sec. 10. Local use of funds.
- Sec. 11. Construction.
- Sec. 12. Accountability and transparency.
- Sec. 13. Authorization of appropriations.

3 **SEC. 2. FINDINGS.**

4 Congress finds the following:

5 (1) The future strength of the Nation’s democ-
6 racy, as well as the Nation’s economy, is dependent
7 upon the investments made in children and youth
8 today.

9 (2) Approximately 25 percent of 9th graders do
10 not graduate from high school 4 years later. Of stu-
11 dents who graduate from high school, 2 out of 3 (67
12 percent) enroll in a 2- or 4-year college in the fall
13 after completing high school. Only about half (58
14 percent) of first-time, full-time college freshmen
15 seeking a 4-year degree receive a bachelor’s degree
16 within 6 years or less.

17 (3) Over the past 4 decades, the United States
18 has slipped from being first in the world in high
19 school and college graduation rates to 20th and

1 14th, respectively, putting the Nation at a growing
2 competitive disadvantage with other countries.

3 (4) Research shows that the holistic needs of
4 students must be met in order to strengthen student
5 achievement. One analysis of 16 factors influencing
6 student achievement found that over half of the fac-
7 tors identified were present in the lives of students
8 outside of the classroom.

9 (5) An analysis of health problems, maternal
10 child rearing practices, and the impact of such prob-
11 lems and practices on education published by Prince-
12 ton University and the Brookings Institution esti-
13 mates that differences in these factors may account
14 for a quarter of the racial gap in school readiness.

15 (6) Research from Johns Hopkins University
16 found that the lack of summer learning opportuni-
17 ties explains about two-thirds of the 9th grade
18 achievement gap between high and low income stu-
19 dents. Therefore, low income youth are much less
20 likely to graduate from high school or attend college.

21 (7) Research from the Government Account-
22 ability Office found that students who change
23 schools frequently were less likely to perform at
24 grade level and more likely to repeat a grade than
25 their more stable peers.

1 (8) Evidence demonstrates that effective part-
2 nerships among schools and communities increase
3 student achievement by addressing the academic
4 needs of students as well as the challenges the stu-
5 dents face outside the classroom. For example—

6 (A) Chicago Public Schools leads the Na-
7 tion’s largest community school initiative and
8 found that nearly half of the students in com-
9 munity schools had increased math and reading
10 grades, and that between 2001 and 2006, com-
11 munity schools had greater gains in math and
12 reading than regular Chicago public schools;

13 (B) by meeting the comprehensive needs of
14 students, Communities In Schools demonstrates
15 that 78 percent of participating students im-
16 proved their attendance, 89 percent had fewer
17 behavior incidents, 80 percent improved their
18 academic performance, and 78 percent of eligi-
19 ble seniors graduated from high school; and

20 (C) through a pipeline of comprehensive
21 services addressing the needs of children, youth,
22 and families from prenatal opportunities
23 through the transition to adulthood, 90 percent
24 of high school seniors served by Harlem Chil-
25 dren’s Zone are accepted into college.

1 **SEC. 3. PURPOSES.**

2 The purposes of this Act are—

3 (1) to create engaging learning experiences
4 that—

5 (A) strengthen academic achievement,
6 build civic capacity, and provide a continuum of
7 supports and opportunities for children, youth,
8 and their families; and

9 (B) prepare young people for college, ca-
10 reers, and citizenship through results-focused
11 partnerships at all levels that mobilize and co-
12 ordinate school and community resources;

13 (2) to ensure the academic, physical, social,
14 emotional, health, mental health, and civic develop-
15 ment of disadvantaged youth and thereby strengthen
16 their families and communities;

17 (3) to engage and support parents, care givers,
18 and families in their role as first educators of their
19 children;

20 (4) to promote community engagement in edu-
21 cation and family engagement in education;

22 (5) to leverage and integrate the human and fi-
23 nancial assets of local communities, schools, State
24 governments, the Federal Government, and the nat-
25 ural assets of communities—

1 (A) toward better results for children,
2 youth, and families; and

3 (B) for sustained civic capacity; and

4 (6) to develop strategies that achieve key re-
5 sults, such as full service community schools, com-
6 munity-based, integrated student services, and re-
7 lated approaches that meet the comprehensive needs
8 of children and youth.

9 **SEC. 4. DEFINITIONS.**

10 In this Act:

11 (1) COMMUNITY-BASED, INTEGRATED STUDENT
12 SERVICES.—The term “community-based, integrated
13 student services” means interventions, coordinated
14 through a single point of contact, that improve stu-
15 dent achievement by connecting community re-
16 sources with the academic and social service needs
17 of students.

18 (2) COMMUNITY ENGAGEMENT IN EDU-
19 CATION.—

20 (A) IN GENERAL.—The term “community
21 engagement in education” means systematic ef-
22 forts to involve, engage, and collaborate with
23 parents, community residents, members of
24 school communities, community partners, and
25 other stakeholders in exploring the needs of

1 their students and schools, developing plans to
2 address those needs, and working together to
3 address those needs.

4 (B) INCLUSIONS.—The term includes ef-
5 fective community engagement in an ongoing
6 process to develop a welcoming school and
7 school system, mobilize the community’s assets
8 to support student achievement and growth, en-
9 gage those individuals and stakeholders who
10 traditionally have not participated, improve
11 working relationships, and deepen the commit-
12 ment to student success.

13 (3) FAMILY ENGAGEMENT IN EDUCATION.—
14 The term “family engagement in education” means
15 a shared responsibility of families and schools for
16 student success, in which schools and community-
17 based organizations are committed to reaching out
18 to engage families in meaningful ways and families
19 are committed to actively supporting their children’s
20 learning and development, as well as the learning
21 and development of other children. The shared re-
22 sponsibility is continuous from birth through young
23 adulthood and reinforces learning that takes place in
24 the home, school, and community.

1 (4) FULL SERVICE COMMUNITY SCHOOL.—The
2 term “full service community school” means a public
3 elementary school or secondary school that—

4 (A) participates in a community-based ef-
5 fort to coordinate educational, developmental,
6 family, health, and other comprehensive services
7 through community-based organizations, and
8 public and private partnerships; and

9 (B) provides access to such services to stu-
10 dents, families, and the community.

11 (5) LOCAL CONSORTIUM.—The term “local con-
12 sortium” means a consortium consisting of commu-
13 nity representatives that—

14 (A) shall include—

15 (i) a local educational agency; and

16 (ii) not less than 1 other community
17 partner; and

18 (B) may include a broad array of commu-
19 nity partners, including—

20 (i) a community-based organization;

21 (ii) a child and youth serving organi-
22 zation or agency;

23 (iii) an institution of higher education;

24 (iv) a foundation;

25 (v) a business;

- 1 (vi) a teacher organization;
- 2 (vii) an organization representing edu-
- 3 cation professionals;
- 4 (viii) a local government, including a
- 5 government agency serving children and
- 6 youth, such as a child welfare and juvenile
- 7 justice agency;
- 8 (ix) a student; and
- 9 (x) a parent; and

10 (C) may include representatives from mul-

11 tiple jurisdictions.

12 (6) LOCAL EDUCATIONAL AGENCY.—The term

13 “local educational agency” has the meaning given

14 the term in section 9101 of the Elementary and Sec-

15 ondary Education Act of 1965 (20 U.S.C. 7801).

16 (7) OUTLYING AREA.—The term “outlying

17 area” has the meaning given the term in section

18 9101 of the Elementary and Secondary Education

19 Act of 1965 (20 U.S.C. 7801)

20 (8) The term “Secretary” means the Secretary

21 of Education.

22 (9) SPECIALIZED INSTRUCTIONAL SUPPORT

23 PERSONNEL.—The term “specialized instructional

24 support personnel” means school counselors, school

25 social workers, school psychologists, and other quali-

1 fied professional personnel involved in providing as-
2 sessment, diagnosis, counseling, educational, thera-
3 peutic, and other necessary corrective or supportive
4 services (including related services as that term is
5 defined in section 602 of the Individuals with Dis-
6 abilities Education Act (20 U.S.C. 1401)) as part of
7 a comprehensive program to meet student needs.

8 (10) SPECIALIZED INSTRUCTIONAL SUPPORT
9 SERVICES.—The term “specialized instructional sup-
10 port services” means the services provided by spe-
11 cialized instructional support personnel, and includes
12 any other corrective or supportive services to meet
13 student needs.

14 (11) STATE.—The term “State” means each of
15 the several States of the United States, the District
16 of Columbia, and the Commonwealth of Puerto Rico.

17 **SEC. 5. DEMONSTRATION PROGRAM AUTHORIZED; ALLOT-**
18 **MENT TO STATES.**

19 (a) FORMULA GRANTS AUTHORIZED.—

20 (1) IN GENERAL.—For any fiscal year for
21 which the amount appropriated under section 13 is
22 equal to or greater than \$200,000,000, the Sec-
23 retary is authorized to award grants, from allot-
24 ments under subsection (c), to States having appli-
25 cations approved under section 5 to enable the

1 States to award subgrants to local consortia to lever-
2 age and integrate human and financial assets at all
3 levels in order to—

4 (A) ensure the academic, physical, social,
5 emotional, and civic development of disadvan-
6 taged youth; and

7 (B) strengthen the families and commu-
8 nities of the disadvantaged youth and achieve
9 the results developed pursuant to section
10 6(c)(1).

11 (2) DURATION.—The Secretary shall award a
12 grant under this subsection for a period of 5 years.

13 (3) RENEWAL.—The Secretary may renew a
14 grant under this subsection for a period of 5 years.

15 (b) RESERVATION.—From the funds appropriated
16 under section 13 for any fiscal year, the Secretary shall
17 reserve—

18 (1) not more than 2 percent for national activi-
19 ties, which the Secretary may carry out directly or
20 through grants and contracts, such as—

21 (A) providing training and training tech-
22 nical assistance to local consortia and organiza-
23 tions partnering with local consortia to carry
24 out services under this Act; or

1 (B) conducting the national evaluation
2 pursuant to section 12(a)(3); and

3 (2) not more than 1 percent for payments to
4 the outlying areas and the Bureau of Indian Affairs,
5 to be allotted in accordance with their respective
6 needs for assistance under this Act, as determined
7 by the Secretary, to enable the outlying areas and
8 the Bureau of Indian Affairs to carry out the pur-
9 poses of this Act.

10 (c) STATE ALLOTMENTS.—

11 (1) DETERMINATION.—From the funds appro-
12 priated under section 13 for any fiscal year that are
13 equal to or greater than \$200,000,000 which remain
14 after the Secretary makes the reservations under
15 subsection (b), the Secretary shall allot to each State
16 for the fiscal year an amount that bears the same
17 relationship to the remainder as the amount the
18 State received under subpart 2 of part A of title I
19 of the Elementary and Secondary Education Act of
20 1965 (20 U.S.C. 6331 et seq.) for the preceding fis-
21 cal year bears to the amount all States received
22 under that subpart for the preceding fiscal year, ex-
23 cept that no State shall receive less than an amount
24 equal to $\frac{1}{2}$ of 1 percent of such funds.

1 (2) REALLOTMENT OF UNUSED FUNDS.—If a
2 State does not receive an allotment under this Act
3 for a fiscal year, the Secretary shall reallocate the
4 amount of the State’s allotment to the remaining
5 States in accordance with this section.

6 (d) COMPETITIVE GRANTS AUTHORIZED.—

7 (1) IN GENERAL.—For any year for which the
8 amount appropriated under section 13 is less than
9 \$200,000,000, the Secretary shall award grants, on
10 a competitive basis, to local consortia to enable the
11 local consortia to carry out local strategies in ac-
12 cordance with sections 9 and 10.

13 (2) TARGETED LOCAL CONSORTIA.—The Sec-
14 retary shall only award a grant to a local consortium
15 under this subsection if the local consortium submits
16 an application that proposes—

17 (A) to serve children and youth in schools
18 or communities with the highest proportions of
19 students from low-income families; and

20 (B) to provide a comprehensive continuum
21 of services, including not less than 1 service
22 from each of not less than 3 categories of serv-
23 ices described in paragraphs (1) through (11)
24 of section 10(b), which proposal—

1 (i) shall be submitted by a local con-
2 sortium comprised of a broad representa-
3 tion of stakeholders and decision makers in
4 the community, including a multitude of
5 community partners described in section
6 4(5)(B); or

7 (ii) shall demonstrate the capacity for
8 successful implementation through a his-
9 tory of successful collaboration and effec-
10 tiveness in strengthening outcomes for chil-
11 dren and youth.

12 (3) ACCOUNTABILITY AND TRANSPARENCY.—
13 The Secretary shall apply those provisions of section
14 12 that the Secretary determines applicable to local
15 consortia receiving funds under this subsection.

16 **SEC. 6. STATE CHILD AND YOUTH STRATEGY.**

17 (a) IN GENERAL.—A State that receives a grant
18 under this Act shall use the grant funds to develop and
19 implement a State child and youth strategy (hereafter in
20 this Act referred to as the “State strategy”).

21 (b) STRATEGY REQUIREMENTS.—The State strat-
22 egy—

23 (1) shall be developed by the Governor of the
24 State;

1 (2) shall include the components described in
2 subsection (c); and

3 (3) may include other components as the Gov-
4 ernor determines necessary to strengthen results for
5 children and youth.

6 (c) REQUIRED COMPONENTS.—The State strategy
7 components required under subsection (b) are the fol-
8 lowing:

9 (1) STATE RESULTS FRAMEWORK.—The State
10 strategy shall contain comprehensive, research-based
11 annual goals and aligned quantifiable indicators
12 demonstrating continuous improvement with respect
13 to youth, particularly disadvantaged youth, that
14 shall serve as targets for each year with respect to
15 which the State strategy applies. The goals shall in-
16 clude the following:

17 (A) Children are ready for school.

18 (B) Students are engaged and achieving in
19 school.

20 (C) Students are physically, mentally, so-
21 cially, and emotionally healthy.

22 (D) Schools and neighborhoods are safe
23 and provide a positive climate for learning.

24 (E) Families are supportive and engaged
25 in their children’s education.

1 (F) Graduates are ready for postsecondary
2 education and 21st Century careers.

3 (G) Students are contributing to their
4 communities.

5 (2) NEEDS AND ASSETS ASSESSMENT.—The
6 State strategy shall contain an assessment of the
7 children’s needs, and of assets within the State that
8 can be mobilized, coordinated, and integrated to
9 achieve the State strategy’s goals, which may include
10 data collected by the Federal Interagency Forum on
11 Child and Family Statistics.

12 (3) STATE CHILD AND YOUTH PLAN.—The
13 State strategy shall include a description of the
14 State’s plan to achieve the goals described in para-
15 graph (1) for young people from birth through the
16 transition to adulthood, including the following:

17 (A) LEVERAGE AND INTEGRATION.—A de-
18 scription of how funds received under this Act
19 will be coordinated and integrated with other
20 Federal and State funds in order to achieve the
21 goals developed pursuant to paragraph (1).

22 (B) ELIMINATION OF STATE BARRIERS TO
23 COORDINATION AND INTEGRATION.—A descrip-
24 tion of how funds received under this Act will
25 be used to identify and eliminate State barriers

1 to the coordination and integration of pro-
2 grams, initiatives, and funding streams to
3 achieve the goals developed pursuant to para-
4 graph (1).

5 (C) COMMUNITY ENGAGEMENT IN EDU-
6 CATION.—A description of the State’s plan to
7 increase community engagement in education.

8 (D) FAMILY ENGAGEMENT IN EDU-
9 CATION.—A description of the State’s plan to
10 increase family engagement in education.

11 (d) EXISTING PLANS, STRATEGIES, AND ASSESS-
12 MENTS.—Existing plans, strategies, needs assessments, or
13 assets assessments may be used to satisfy the require-
14 ments of this section if such existing plans, strategies,
15 needs assessments, or assets assessments include the in-
16 formation required by this section, or can be modified to
17 do so, and are submitted to the Secretary with such modi-
18 fications.

19 **SEC. 7. COORDINATING BODY; STATE APPLICATIONS.**

20 (a) COORDINATING BODY.—

21 (1) IN GENERAL.—In order for a State to be el-
22 igible to receive a grant under this Act, the Gov-
23 ernor of the State shall designate or establish a co-
24 ordinating body for student learning and develop-
25 ment that shall—

1 (A) administer funds provided under this
2 Act;

3 (B) facilitate communication between the
4 public and the Governor pertaining to issues
5 impacting children and youth from birth
6 through the transition to adulthood, including
7 issues pertaining to service coordination and in-
8 tegration;

9 (C) identify and eliminate State barriers to
10 the coordination and integration of programs,
11 initiatives, and funding streams, and facilitate
12 coordination and collaboration among State
13 agencies serving children and youth;

14 (D) strengthen the capacity of State and
15 local organizations to achieve positive outcomes
16 for children and youth through training, tech-
17 nical assistance, professional development, and
18 other means;

19 (E) assist the Governor in developing and
20 carrying out the State strategy; and

21 (F) coordinate the submission of the State
22 application under subsection (b).

23 (2) DESIGNATION OF COORDINATING BODY.—

24 The Governor may designate an existing agency,
25 Children's Cabinet, P-20 Council, child and youth

1 development partnership, or other organization as
2 the coordinating body for student learning and de-
3 velopment described in paragraph (1) if the agency,
4 cabinet, council, partnership, or organization—

5 (A) performs duties similar to the duties
6 described in paragraph (1); or

7 (B) if the duties of the agency, cabinet,
8 council, partnership, or organization can be
9 modified to include the duties described in
10 paragraph (1).

11 (b) STATE APPLICATION.—

12 (1) IN GENERAL.—Each State desiring a grant
13 under this Act shall submit to the Secretary an ap-
14 plication at such time, in such manner, and con-
15 taining such information as the Secretary may re-
16 quire.

17 (2) CONTENTS.—Each application submitted
18 under this subsection shall include the following:

19 (A) STATE STRATEGY.—A description of
20 how the State will develop the State strategy.

21 (B) GRANTS TO LOCAL CONSORTIA.—A de-
22 scription of how subgrants to local consortia
23 will be awarded pursuant to section 8 and how
24 the subgrants will facilitate community plan-
25 ning and effective service coordination, integra-

1 tion, and provision at the local level to achieve
2 the goals developed by the State pursuant to
3 section 6(c)(1) within the context of local needs
4 and priorities.

5 (C) CAPACITY BUILDING.—A description of
6 how grant funds received under this Act will be
7 used to build State and local capacity through
8 training, technical assistance, and professional
9 development.

10 (D) ACCOUNTABILITY FOR RESULTS.—A
11 description of the State’s plans to adhere to the
12 accountability and transparency requirements
13 described in section 12(b).

14 (3) REVISED APPLICATION.—Each State desir-
15 ing to renew a grant under this Act shall submit a
16 revised application to the Secretary every 5 years
17 based on an assessment of the activities conducted
18 under this Act.

19 **SEC. 8. STATE USE OF FUNDS.**

20 (a) IN GENERAL.—From the grant funds made avail-
21 able to a State under this Act for any fiscal year—

22 (1) the State shall use not less than 95 percent
23 to award subgrants to local consortia under sub-
24 section (b);

1 (2) the State may use not less than 3 percent
2 for evaluation and capacity building activities, in-
3 cluding training, technical assistance, and profes-
4 sional development; and

5 (3) the State may use not more than 2 percent
6 for the administrative costs of carrying out respon-
7 sibilities under this Act.

8 (b) SUBGRANTS TO LOCAL CONSORTIA.—

9 (1) IN GENERAL.—A State that receives a
10 grant under this Act shall use the portion of the
11 grant funds described in subsection (a)(1) to award
12 subgrants to local consortia.

13 (2) PRIORITY.—In awarding subgrants to local
14 consortia, a State shall give priority to applications
15 from local consortia that propose—

16 (A) to serve children and youth in schools
17 or communities with the highest proportions of
18 students from low-income families; and

19 (B) to provide a comprehensive continuum
20 of services, including not less than 1 service
21 from each of not less than 3 categories of serv-
22 ices described in paragraphs (1) through (11)
23 of section 10(b), which proposal—

24 (i) shall be submitted by local con-
25 sortia comprised of a broad representation

1 of stakeholders and decision makers in the
2 community, including a multitude of com-
3 munity partners described in section
4 4(5)(B); or

5 (ii) shall demonstrate the capacity for
6 successful implementation through a his-
7 tory of successful collaboration and effec-
8 tiveness in strengthening outcomes for chil-
9 dren and youth.

10 (3) DURATION OF GRANT.—Each subgrant
11 awarded under this section shall be for a period of
12 5 years and shall be renewable based on progress to-
13 ward achieving the results described in section
14 9(b)(2)(A).

15 (c) PLANNING GRANTS.—A State that receives a
16 grant under this Act may award planning grants to local
17 consortia to enable the local consortia to develop the local
18 strategy described in section 9(b). Such planning grants
19 shall be for a duration of—

20 (1) not more than 6 months and in an amount
21 of not more than \$50,000; or

22 (2) not more than 1 year and in an amount of
23 not more than \$100,000.

24 (d) SUPPLEMENT, NOT SUPPLANT.—A State that re-
25 ceives a grant under this Act shall use the grant funds

1 to supplement, not supplant, Federal and non-Federal
2 funds available to support child and youth services.

3 (e) ALLOCATION TO RURAL AREAS.—

4 (1) IN GENERAL.—A State that receives grant
5 funding under this Act for a fiscal year shall use the
6 grant funds to award an amount, in the aggregate,
7 of subgrant funding under section 8 to rural local
8 consortia in the State that is not less than the
9 amount that bears the same relation to the amount
10 of the grant funding as the amount received by local
11 educational agencies serving rural local consortia in
12 the State under subpart 2 of part A of title I of the
13 Elementary and Secondary Education Act of 1965
14 (20 U.S.C. 6331 et seq.) for the preceding fiscal
15 year bears to the amount received by the State
16 under such subpart for the preceding fiscal year.

17 (2) RURAL LOCAL CONSORTIUM.—In this sub-
18 section the term “rural local consortium” means a
19 local consortium serving an area of the State that
20 has a locale code of 41, 42, or 43.

21 **SEC. 9. LOCAL CONSORTIUM APPLICATION; LOCAL CHILD**
22 **AND YOUTH STRATEGY.**

23 (a) LOCAL CONSORTIUM APPLICATION.—

24 (1) IN GENERAL.—A local consortium that de-
25 sires a subgrant under section 8 shall submit an ap-

1 plication to the State at such time, in such manner,
2 and containing such information as the State may
3 require.

4 (2) CONTENTS.—An application submitted
5 under this section shall include—

6 (A) a description of the local consortium,
7 including which entity participating in the local
8 consortium shall serve as the fiscal agent for
9 the local consortium;

10 (B) the local child and youth strategy
11 (hereafter in this Act referred to as “local
12 strategy”) described in subsection (b); and

13 (C) a description of how the local strategy
14 will be coordinated with the local educational
15 agency plan required under section 1112 of the
16 Elementary and Secondary Education Act of
17 1965 (20 U.S.C. 6312).

18 (b) LOCAL STRATEGY.—

19 (1) IN GENERAL.—The local strategy—

20 (A) shall be developed by the local consor-
21 tium;

22 (B) shall include the components described
23 in paragraph (2); and

24 (C) may include such other components as
25 the local consortium determines necessary to

1 strengthen outcomes for young people from
2 birth through the transition to adulthood.

3 (2) COMPONENTS.—The local strategy compo-
4 nents required under paragraph (1)(B) are the fol-
5 lowing:

6 (A) LOCAL RESULTS FRAMEWORK.—Com-
7 prehensive, research-based goals and aligned
8 quantifiable indicators for the goals, with re-
9 spect to youth, particularly disadvantaged
10 youth, that shall serve as targets for the year
11 with respect to which the local strategy applies.
12 The goals shall include the following:

- 13 (i) Children are ready for school.
- 14 (ii) Students are engaged and achiev-
15 ing in school.
- 16 (iii) Students are physically, mentally,
17 socially, and emotionally healthy.
- 18 (iv) Schools and neighborhoods are
19 safe and provide a positive climate for
20 learning.
- 21 (v) Families are supportive and en-
22 gaged in their children’s education.
- 23 (vi) Students are ready for postsec-
24 ondary education and 21st Century ca-
25 reers.

1 (vii) Students are contributing to
2 their communities.

3 (B) ASSETS ASSESSMENT.—An assessment
4 of potential resources, services, and opportuni-
5 ties available within or near the community that
6 children and youth, their families, and re-
7 sources in the community may be able to access
8 in order to meet the needs identified under sub-
9 paragraph (C), to help achieve the goals and in-
10 dicators under subparagraph (A), and to sup-
11 port students to achieve the challenging State
12 student academic achievement standards, in-
13 cluding the variety of services that can be inte-
14 grated—

15 (i) into a community school site; and

16 (ii) through the presence of special-
17 ized student support personnel and local
18 educational agency liaisons for homeless
19 children and youth designated pursuant to
20 section 722(g)(1)(J)(ii) of the McKinney-
21 Vento Homeless Assistance Act (42 U.S.C.
22 11432(g)(1)(J)(ii)).

23 (C) NEEDS ASSESSMENT.—An analysis of
24 the comprehensive needs of the students served

1 by the local consortium, their families, and the
2 community that—

3 (i) includes input from students and
4 parents;

5 (ii) assesses the academic, physical,
6 social, emotional, health, mental health,
7 and civic needs of students and their fami-
8 lies; and

9 (iii) may impact students' ability to
10 meet the challenging State student aca-
11 demic achievement standards.

12 (D) SERVICE INTEGRATION AND PROVI-
13 SION.—A plan to coordinate and integrate serv-
14 ices and provide services in order to meet the
15 needs identified under subparagraph (C) and
16 achieve the results and aligned quantifiable in-
17 dicators described in subparagraph (A), includ-
18 ing—

19 (i) a description of the services admin-
20 istered by members of the local consortium
21 that are funded through grants provided
22 under the Elementary and Secondary Edu-
23 cation Act of 1965 (20 U.S.C. 6301 et
24 seq.) that will be coordinated as part of the
25 subgrant provided under section 8; and

1 (ii) if applicable, a description of the
2 coordination among services provided by
3 community-based organizations and serv-
4 ices provided by specialized instructional
5 support personnel serving local educational
6 agencies participating in the local consor-
7 tium.

8 (E) COMMUNITY ENGAGEMENT IN EDU-
9 CATION.—A plan to increase community en-
10 gagement in education.

11 (F) FAMILY ENGAGEMENT IN EDU-
12 CATION.—A plan to increase family engagement
13 in education.

14 (3) EXISTING PLANS, STRATEGIES, AND AS-
15 SESSMENTS.—Existing plans, strategies, needs as-
16 sessments, or assets assessments may be used to
17 satisfy the requirements of this section if such exist-
18 ing plans, strategies, needs assessments, or assets
19 assessments include the information required by this
20 section, or can be modified to do so, and are sub-
21 mitted to the Secretary with such modifications.

22 **SEC. 10. LOCAL USE OF FUNDS.**

23 (a) MANDATORY USE OF FUNDS.—A local consor-
24 tium that receives a subgrant under section 8 shall use
25 the subgrant funds—

1 (1) to integrate multiple private and public
2 services into a comprehensive, coordinated con-
3 tinuum that meets the holistic needs of young peo-
4 ple;

5 (2) to implement the comprehensive, coordi-
6 nated continuum of services described in paragraph
7 (1) through research-based services producing quan-
8 tifiable results that align with the local results
9 framework described in section 9(b)(2)(A);

10 (3) to address the needs identified in the needs
11 assessment carried out pursuant to section
12 9(b)(2)(C) by leveraging the assets identified in the
13 assets assessment carried out pursuant to section
14 9(b)(2)(B); and

15 (4) if applicable, to coordinate efforts with the
16 specialized instructional support personnel serving
17 local educational agencies participating in the local
18 consortium.

19 (b) PERMISSIBLE USE OF FUNDS.—A local consor-
20 tium that receives a subgrant under section 8 may use
21 the subgrant funds to coordinate, integrate, and enhance
22 existing services, and provide new services, in order to pro-
23 vide young people with research-based, comprehensive
24 services at, or that are connected to, schools, including—

- 1 (1) community-based, integrated student serv-
2 ices;
- 3 (2) full service community schools;
- 4 (3) high quality early childhood development,
5 including—
- 6 (A) early childhood education;
- 7 (B) programs under the Head Start Act
8 (42 U.S.C. 9831 et seq.), including Early Head
9 Start programs;
- 10 (C) early reading first programs;
- 11 (D) child care services;
- 12 (E) early childhood-school transition serv-
13 ices;
- 14 (F) home visiting;
- 15 (G) parenting education; and
- 16 (H) services for young children with spe-
17 cial needs;
- 18 (4) academic support services, including—
- 19 (A) tutoring;
- 20 (B) extended day programs, including serv-
21 ices provided through 21st Century Community
22 Learning Centers under part B of title IV of
23 the Elementary and Secondary Education Act
24 of 1965 (20 U.S.C. 7171 et seq.);

1 (C) programs for students and parents to
2 learn together, including opportunities in such
3 fields as technology, art, music, and language
4 acquisition;

5 (D) multiple pathways toward attaining a
6 high school diploma and preparing students for
7 college, including—

8 (i) dual enrollment programs;

9 (ii) early college high schools;

10 (iii) strategies for preventing at-risk
11 youth from dropping out of high school;

12 (iv) dropout recovery strategies, in-
13 cluding strategies that award credit based
14 on student performance instead of instruc-
15 tional time; and

16 (v) other activities that combine rig-
17 orous coursework, personalized learning
18 environments, practical applications, and
19 comprehensive support services;

20 (E) summer enrichment and learning expe-
21 riences; and

22 (F) services for students with disabilities;

23 (5) health services, including—

24 (A) primary health care;

25 (B) dental care;

- 1 (C) vision care;
- 2 (D) hearing care;
- 3 (E) mental health services;
- 4 (F) nutrition services;
- 5 (G) health education;
- 6 (H) developmental and habilitation services
- 7 for young people with special needs;
- 8 (6) youth development, including—
- 9 (A) mentoring and other youth develop-
- 10 ment programs, including programs that engage
- 11 older adults;
- 12 (B) recreation and physical education;
- 13 (C) service learning, civic education, lead-
- 14 ership development, entrepreneurship, and com-
- 15 munity service opportunities;
- 16 (D) job training, career counseling, and in-
- 17 ternship opportunities;
- 18 (E) career and technical education;
- 19 (F) college preparation and counseling
- 20 services; and
- 21 (G) positive behavioral interventions and
- 22 supports;
- 23 (7) social services for students and families, in-
- 24 cluding—

1 (A) family support programs, including
2 housing assistance, counseling, financial edu-
3 cation, crisis intervention, and related services;

4 (B) programs that provide assistance to
5 students who have been truant, suspended, or
6 expelled;

7 (C) programs or efforts intended to iden-
8 tify young people without a high school diploma
9 and reengage the young people in school so that
10 the young people may attain a high school di-
11 ploma; and

12 (D) strategies that engage older adults as
13 resources to students and families;

14 (8) parent and adult education programs, in-
15 cluding—

16 (A) programs that promote family literacy,
17 including Even Start;

18 (B) parent and caregiver leadership and
19 parent and caregiver education activities;

20 (C) adult education, including instruction
21 in English as a second language, and job train-
22 ing; and

23 (D) citizenship preparation for individuals
24 choosing to become United States citizens;

1 (9) juvenile crime prevention and rehabilitation
2 programs, including—

3 (A) youth courts, teen courts, peer juries,
4 and drug courts; and

5 (B) tribal youth programs;

6 (10) specialized instructional support services,
7 including specialized instructional support personnel;

8 (11) service coordination staffing that ensures
9 young people receive comprehensive services to meet
10 the holistic needs of the young people;

11 (12) training, technical assistance, and profes-
12 sional development for school-based and community-
13 based personnel providing comprehensive services to
14 children and youth;

15 (13) subgrants to nonprofit and other organiza-
16 tions to implement the requirements and allowable
17 services under this section;

18 (14) reasonable program administration and
19 planning associated with the activities required
20 under this section; and

21 (15) other services consistent with this section.

22 **SEC. 11. CONSTRUCTION.**

23 Nothing in this Act shall be construed to alter or oth-
24 erwise affect the rights, remedies, and procedures afforded
25 school or school district employees under Federal, State,

1 or local laws (including applicable regulations or court or-
2 ders) or under the terms of collective bargaining agree-
3 ments, memoranda of understanding, or other agreements
4 between such employees and their employers.

5 **SEC. 12. ACCOUNTABILITY AND TRANSPARENCY.**

6 (a) FEDERAL ACCOUNTABILITY AND TRANS-
7 PARENCY.—

8 (1) ANNUAL REPORT.—On an annual basis, the
9 Secretary shall report to the public, Congress, and
10 the President—

11 (A) the collective progress made by—

12 (i) States in achieving the goals estab-
13 lished within the State results frameworks
14 described in section 6(c)(1); and

15 (ii) communities in achieving the goals
16 established within the local results frame-
17 works pursuant to section 9(b)(2)(A);

18 (B) how funds under this Act were used by
19 States and local consortia to improve the lives
20 of children, youth, and families, including—

21 (i) the characteristics of the young
22 people and families served by the activities
23 and services assisted under this Act;

24 (ii) the services and supports provided
25 under this Act; and

1 (iii) outcomes resulting from the ac-
2 tivities and services funded under this Act;

3 (C) actions taken pursuant to paragraph
4 (2) regarding misuse or ineffective use of funds;
5 and

6 (D) other information the Secretary deter-
7 mines to be of interest to the public.

8 (2) CORRECTION OF DEFICIENCIES.—If the
9 Secretary determines, based on a review of State an-
10 nual reports, State strategies, State data submis-
11 sions, evaluations, or other documentation, that a
12 State or entity that receives funds through a grant
13 or contract made under this Act makes insufficient
14 progress toward achieving the goals established with-
15 in the State results framework pursuant to section
16 6(c)(1) within 3 years of receiving a grant under
17 section 5(a), or is misusing, ineffectively using, or
18 otherwise not complying with the requirements of
19 this Act, the Secretary shall—

20 (A) notify the State of the deficiencies that
21 require correction and request that the State
22 submit a plan to correct the deficiencies;

23 (B) negotiate a plan to correct the defi-
24 ciencies, and provide appropriate training or
25 technical assistance designed to assist the State

1 in complying with the requirements of this Act;
2 and

3 (C) in the case that the State fails to sub-
4 mit or negotiate a plan to correct the defi-
5 ciencies or fails to make substantial efforts,
6 within 6 months after the date of the notifica-
7 tion described in paragraph (1), to correct the
8 deficiencies and comply with the requirements
9 of this Act—

10 (i) terminate the provision of funds
11 under this Act to the State or entity for
12 the remainder of the period of the grant or
13 contract; and

14 (ii) disburse such funds in the manner
15 prescribed in section **【6(b)(2)】** for funds
16 withheld under that section.

17 (3) INDEPENDENT ONGOING EVALUATION.—

18 (A) IN GENERAL.—The Secretary shall
19 carry out an ongoing evaluation of the activities
20 conducted under this Act and shall submit the
21 evaluation results to Congress and the public in
22 July of 2014 and in July of 2016.

23 (B) RIGOROUS AND INDEPENDENT EVAL-
24 UATION.—The Secretary shall enter into a con-
25 tract with an entity independent of the Depart-

1 ment of Education to carry out the evaluation
2 required under this paragraph. To the extent
3 the Secretary determines feasible, the evalua-
4 tion shall include large-scale, longitudinal, ran-
5 domized studies to identify the most effective
6 combinations of academic and nonacademic
7 interventions, including interventions adminis-
8 tered by community-based organizations, to
9 achieve improvements in academic and other
10 outcomes for students.

11 (C) EVALUATION OUTCOMES.—

12 (i) IN GENERAL.—The evaluation re-
13 quired under this paragraph shall measure
14 the process of developing and imple-
15 menting effective partnerships among
16 schools, school districts, families, students,
17 and community partners, as well as the im-
18 pact of activities conducted under this Act,
19 which may include impacts on the fol-
20 lowing outcomes:

21 (I) Student achievement as meas-
22 ured by assessment data, classroom
23 grades, and other means of measuring
24 student performance.

25 (II) Graduation rates.

1 (III) School readiness.

2 (IV) Numbers of detentions, sus-
3 pensions, and expulsions.

4 (V) Enrollment in postsecondary
5 education.

6 (VI) The degree of communica-
7 tion between schools and families.

8 (VII) The degree of parental par-
9 ticipation in school activities.

10 (VIII) Student health, including
11 mental health and risk factors at
12 birth.

13 (IX) Student civic participation.

14 (X) Attendance.

15 (XI) The number of students and
16 families receiving services.

17 (XII) Other outcome areas as de-
18 termined by the Secretary in consulta-
19 tion with State educational agencies,
20 local educational agencies, teacher or-
21 ganizations, secondary students, and
22 nonprofit organizations providing
23 services to children and youth.

24 (ii) DISAGGREGATION.—The outcomes
25 described in clause (i) shall be

1 disaggregated by gender, race, and family
2 income.

3 (b) STATE ACCOUNTABILITY AND TRANSPARENCY.—

4 (1) ANNUAL REPORT.—On an annual basis,
5 each State shall report to the public and the Sec-
6 retary such information as the Secretary may rea-
7 sonably require, including—

8 (A) progress made toward achieving—

9 (i) the goals established within the
10 State results framework pursuant to sec-
11 tion 6(c)(1) disaggregated in the same
12 manner as information is disaggregated
13 under subsection (a)(3)(C)(ii); and

14 (ii) the goals established within the
15 local results frameworks pursuant to sec-
16 tion 9(b)(2)(A);

17 (B) how funds under this Act were used by
18 States and local consortia to improve the lives
19 of children, youth, and families, including—

20 (i) the characteristics of the young
21 people and families served by the activities
22 and services assisted under this Act;

23 (ii) the services and supports provided
24 under this Act; and

1 (iii) outcomes resulting from the ac-
2 tivities and services funded under this Act;

3 (C) information on Federal barriers to ef-
4 fective State and local coordination;

5 (D) the extent of coordination between
6 State departments and agencies providing youth
7 services in place to achieve the goals within the
8 State results framework pursuant to section
9 6(c)(1);

10 (E) the extent to which the objectives and
11 budgets of State departments and agencies pro-
12 viding child and youth services were consistent
13 with the recommendations of the State strategy
14 for the preceding year;

15 (F) the efficiency and adequacy of State
16 and local programs and policies with respect to
17 child and youth services;

18 (G) actions taken pursuant to paragraph
19 (2) regarding misuse or ineffective use of funds;
20 and

21 (H) other information the State determines
22 to be of interest to the public.

23 (2) CORRECTION OF DEFICIENCIES.—If the
24 State determines, based on a review of reports, data
25 submissions, evaluations, or other documentation,

1 that a local consortium or organization that receives
2 funds through a subgrant made under this Act
3 makes insufficient progress toward achieving the
4 goals established within the local results framework
5 pursuant to section 9(b)(2)(A) within 3 years of re-
6 ceiving a subgrant under section 8, or is misusing,
7 ineffectively using, or otherwise not complying with
8 the requirements of this Act, the State shall—

9 (A) notify the local consortium of the defi-
10 ciencies that require correction and request that
11 the consortium submit a plan to correct the de-
12 ficiencies;

13 (B) negotiate a plan to correct the defi-
14 ciencies, and provide appropriate training or
15 technical assistance designed to assist the local
16 consortium in complying with the requirements
17 of this Act; and

18 (C) in the case that the local consortium
19 fails to submit or negotiate a plan to correct
20 the deficiencies or fails to make substantial ef-
21 forts, within 6 months after the date of the no-
22 tification described in subparagraph (A), to cor-
23 rect the deficiencies and comply with the re-
24 quirements of this Act, terminate the provision
25 of funds under this Act to the local consortium

1 or organization for the remainder of the period
2 of the subgrant and redistribute such funds in
3 a manner determined by the State to be in the
4 best interests of the children and youth in such
5 State in accordance with this Act.

6 (c) LOCAL ACCOUNTABILITY AND TRANSPARENCY.—

7 On an annual basis, each local consortium shall report to
8 the public and the State such information as the State
9 may reasonably require, including—

10 (1) progress made toward achieving the goals
11 established within the local results framework pursu-
12 ant to section 9(b)(2)(A) disaggregated in the same
13 manner as information is disaggregated under sub-
14 section (a)(3)(C)(ii);

15 (2) how funds under this Act were used by the
16 local consortium and subgrant recipients to improve
17 the lives of children, youth, and families, including—

18 (A) the characteristics of the young people
19 and families served by the activities and serv-
20 ices assisted under this Act;

21 (B) the services and supports provided
22 under this Act; and

23 (C) outcomes resulting from the activities
24 and services funded under this Act;

1 (3) information on State barriers to effective
2 local coordination;

3 (4) the extent of coordination between local
4 agencies and organizations providing services to
5 achieve the goals within the local results framework
6 pursuant to section 9(b)(2)(A); and

7 (5) other information the local consortium de-
8 termines to be of interest to the public.

9 **SEC. 13. AUTHORIZATION OF APPROPRIATIONS.**

10 There are authorized to be appropriated to carry out
11 this Act \$2,500,000,000 for each of fiscal years 2011,
12 2012, 2013, 2014, and 2015.