

111TH CONGRESS  
2D 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.

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IN THE SENATE OF THE UNITED STATES

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

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## 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-

ment of Education to carry out the evaluation required under this paragraph. To the extent the Secretary determines feasible, the evaluation shall include large-scale, longitudinal, randomized studies to identify the most effective combinations of academic and nonacademic interventions, including interventions administered by community-based organizations, to achieve improvements in academic and other outcomes for students.

(C) EVALUATION OUTCOMES.—

(i) IN GENERAL.—The evaluation required under this paragraph shall measure the process of developing and implementing effective partnerships among schools, school districts, families, students, and community partners, as well as the impact of activities conducted under this Act, which may include impacts on the following outcomes:

(I) Student achievement as measured by assessment data, classroom grades, and other means of measuring student performance.

(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.