To prepare disconnected youth for a competitive future.

IN THE SENATE OF THE UNITED STATES

JUNE 27, 2011

Ms. STABENOW (for herself, Mr. FRANKEN, and Mr. BROWN of Ohio) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

A BILL

To prepare disconnected youth for a competitive future.

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

SECTION 1. SHORT TITLE; TABLE OF CONTENTS.

(a) Short Title.—This Act may be cited as the “Reengaging Americans in Serious Education by Uniting Programs Act”.

(b) Table of Contents.—The table of contents for this Act is as follows:

Sec. 1. Short title; table of contents.
Sec. 2. Findings and purposes.
Sec. 3. Definitions.
Sec. 4. Grants authorized.
Sec. 5. Application.
Sec. 6. Priority.
SEC. 2. FINDINGS AND PURPOSES.

(a) FINDINGS.—Congress finds the following:

(1) In the United States today, millions of youth drop out of secondary school, fail to complete their studies, or do not graduate on time. While the United States has made slow progress in improving graduation rates, the dropout challenge remains a crisis that is impeding our ability to produce an educated workforce and succeed in the 21st century global economy.

(2) Government data shows that more than 25 percent of our students fail to complete secondary school in 4 years. In some of the Nation’s larger cities and among urban minority youth, dropout rates of 40 percent are not uncommon.

(3) According to the Bureau of Labor Statistics, in 2007, nearly 6,200,000 youth were secondary school dropouts. The impact of this dropout crisis has been likened to “a permanent recession” for youth, and it has consequences for the economy of the United States. Disconnected youth are more likely than other youth to engage in criminal activi-
ties, become incarcerated, and rely on public systems of support.

(4) The Department of Education reports that the average secondary school dropout is associated with costs to the economy of approximately $240,000 over the individual’s lifetime in terms of lower tax contributions, higher reliance on government health programs and public assistance, and higher rates of criminal activity. Over their lifetimes, secondary school dropouts are estimated to earn $400,000 less than secondary school graduates. Further, only 37 percent of secondary school dropouts are steadily employed, and they are more than twice as likely to live in high poverty.

(b) PURPOSES.—The purposes of this Act are—

(1) to prepare disconnected youth for a competitive future;

(2) to challenge and support young people who have dropped out of secondary school to—

(A) attain a secondary school diploma;

(B) attain a 2-year or 4-year credential from a recognized postsecondary educational institution, an industry-recognized credential, or certification from a registered apprenticeship program; and
(C) secure and succeed in a family-supporting career; and

(3) to support local community partnerships in integrating existing, and often disparate, services into a comprehensive, cross-systems dropout recovery approach.

SEC. 3. DEFINITIONS.

In this Act:

(1) DISABILITY.—The term “disability” has the meaning given the term in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102).

(2) DISCONNECTED YOUTH.—The term “disconnected youth” means a young person who—

(A) has left secondary school without obtaining a secondary school diploma;

(B) is or was previously a homeless child or youth;

(C) is or was under the care and placement responsibility of the State agency responsible for administering a plan under parts B and E of title IV of the Social Security Act (42 U.S.C. 621 et seq., 670 et seq.);

(D) was under the custody of a juvenile justice or criminal justice system;
(E) has a disability; or

(F) is a low-income individual and is pregnant or parenting and not attending any school.

(3) ELIGIBLE ENTITY.—The term “eligible entity” means a partnership consisting of entities or individuals qualified to represent the community assisted, or proposed to be assisted, by a grant under this Act, including not less than one partner from each of the following categories:

(A) A mayor, or other appropriate chief executive officer, of a unit of general purpose local government in the community.

(B) A local educational agency (as defined in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801)) serving the community.

(C) A local workforce system serving the community.

(D) An institution of higher education serving the community.

(E) A representative of a local or state system serving young people in the community, including—

(i) a juvenile justice system;

(ii) a criminal justice system;
(iii) a housing agency;
(iv) a mental health agency; and
(v) a child welfare agency.

(F) A representative of a community-based organization serving the community.

(G) A representative from business or industry.

(H) A representative with expertise in labor management relations.

(I) A disconnected youth in the community and the parents or caregivers of such disconnected youth.

(4) **Federal Youth Development Council.**—The term “Federal Youth Development Council” means the Federal Youth Development Council established under the Tom Osborne Federal Youth Coordination Act (Public Law 109–365; 120 Stat. 2594).

(5) **Homeless Children and Youths.**—The term “homeless children and youths” has the meaning given the term in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a).

(6) **Institution of Higher Education.**—The term “institution of higher education” has the

(7) ONE-STOP CENTER.—The term “one-stop center” means a one-stop center described in section 134(c) of the Workforce Investment Act of 1998 (29 U.S.C. 2864(c)).

(8) POSTSECONDARY EDUCATION.—The term “postsecondary education” means—

(A) a 4-year program of instruction, or not less than a 1-year program of instruction that is acceptable for credit toward a baccalaureate degree, offered by an institution of higher education; or

(B) a certificate or registered apprenticeship program at the postsecondary level offered by an institution of higher education or a non-profit educational institution.

(9) REGISTERED APPRENTICESHIP PROGRAM.—The term “registered apprenticeship program” means an industry skills training program at the postsecondary level that combines technical and theoretical training through structured on-the-job learning with related instruction (in a classroom or through distance learning) while an individual is employed, working under the direction of qualified per-
sonnel or a mentor, and earning incremental wage
increases aligned to enhanced job proficiency, result-
ing in the acquisition of a nationally recognized and
portable certificate, under a plan approved by the
Office of Apprenticeship of the Department of Labor
or by a State agency recognized by the Department
of Labor.

(10) SECONDARY SCHOOL.—The term "sec-
ondary school" has the meaning given the term in
section 9101 of the Elementary and Secondary Edu-

(11) SECRETARY.—The term "Secretary"
means the Secretary of Labor.

(12) YOUNG PEOPLE.—The term "young peo-
ple" means individuals who are between the ages of
16 and 24, inclusive, at the time of commencement
of participation in services funded through a grant
under section 4.

SEC. 4. GRANTS AUTHORIZED.

(a) IN GENERAL.—The Secretary, in consultation
with the Secretary of Education, the Secretary of Health
and Human Services, the Secretary of Housing and Urban
Development, the Attorney General of the United States,
the Federal Youth Development Council, and leaders in
the field of working with disconnected youth, shall award
grants, on a competitive basis, to eligible entities to enable the eligible entities to pay the costs of—

(1) developing and implementing a strategy to identify disconnected youth; and

(2) providing such disconnected youth with support needed to—

(A) attain a secondary school diploma or its recognized equivalent;

(B) attain a postsecondary credential, including a 2-year or 4-year credential from an institution of higher education, an industry-recognized credential, or certification from a registered apprenticeship program; and

(C) secure and succeed in a family-supporting career.

(b) MINIMUM GRANT AMOUNT.—The Secretary shall award a grant under this section in an amount that—

(1) is appropriate to achieve the goals and implement the activities described in the application submitted under section 5; and

(2) is not less than $1,000,000 per year.

(c) DURATION OF GRANT.—A grant under this section shall be awarded for a period of 5 years, and may be renewed at the discretion of the Secretary based on the effective performance of the eligible entity under the pre-
ceding grant in accordance with the levels of performance
determined by the eligible entity and the Secretary pursu-
ant to section 9(b).

(d) **Equitable Geographic Distribution of Funds.**—The Secretary shall ensure an equitable and ap-
propriate distribution of grants awarded under this section
among eligible entities—

(1) serving urban, rural, and suburban areas;

and

(2) with varying degrees of experience and ex-
pertise in serving disconnected youth.

(e) **Fiscal and Administrative Agents.**—An eli-
gible entity shall choose an entity to be the fiscal agent
and an entity to be the administrative agent for the grant
funds received under this section.

(f) **Existing Partnership.**—An existing workforce,
education, or youth development partnership, coalition, or
organization may serve as the eligible entity for the pur-
poses of grants under this section if the partnership, coal-
tion, or organization includes, or modifies the members of
the partnership, coalition, or organization to include, the
individuals required to be included in the eligible entity
under section 3(2).
SEC. 5. APPLICATION.

(a) In General.—An eligible entity that desires a grant under section 4 shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may require.

(b) Contents.—An application submitted under this section shall include—

(1) a description of the eligible entity submitting the application, including a description of the fiscal agent and the administrative agent for the grant;

(2) a description of the strategy that the eligible entity will use to carry out the purpose of this Act, which shall include—

(A) a well-developed education component with an emphasis on—

(i) multiple pathways and options towards secondary school diploma and post-secondary credential attainment, which may include recuperative strategies such as competency based instruction and credit retrieval as well as basic literacy; and

(ii) the skills needed in the fields of science, technology, engineering, and mathematics;
(B) a work preparation component, which may include a hands-on internship, work experience, or national or community service, that promotes the development of applied skills such as oral and written communication, teamwork, leadership, and critical thinking; and

(C) a youth support component, including the array of comprehensive support services that will—

(i) address the challenges that caused the disconnected youth to leave school without a secondary school diploma;

(ii) remove barriers to and support the attainment of—

(I) the graduation of such young people from secondary school;

(II) a postsecondary credential, including a 2-year or 4-year credential from an institution of higher education, an industry-recognized credential, or certification from a registered apprenticeship program; and

(III) success in a family-supporting career; and
(iii) provide appropriate case management to ensure young people achieve the purposes described in section 2(b);

(3) a needs assessment of the community to be assisted under the grant, including—

(A) an estimate of the number of disconnected youth in the community; and

(B) an assessment of resources available in the community that can help such disconnected youth—

(i) address the challenges that caused such disconnected youth to leave school without a secondary school diploma;

(ii) return to an appropriate educational setting;

(iii) attain a secondary school diploma;

(iv) attain a postsecondary credential, including a 2-year or 4-year credential from an institution of higher education, an industry-recognized credential, or certification from a registered apprenticeship program; and

(v) secure and succeed in a family-supporting career;
(4) a plan for identifying and engaging disconnected youth and connecting such disconnected youth with a continuum of comprehensive and coordinated resources that can help such disconnected youth attain a secondary school diploma, a recognized postsecondary credential, including a 2-year or 4-year credential from an institution of higher education, an industry-recognized credential, or certification from a registered apprenticeship program, and secure and succeed in a family-supporting career, including a description of—

(A) the needs of such disconnected youth that will be met by the eligible entity through the grant;

(B) the identities, roles, and capacity of the partners in the eligible entity to fulfill the needs described in subparagraph (A), including a description of the role to be played by—

(i) secondary schools and institutions of higher education in constructing education programming;

(ii) the local workforce system, including one-stop career centers and businesses, in developing and implementing the workforce preparation activities; and
(iii) systems serving young people, including the juvenile justice system, and other community-based organizations in providing outreach, support, and direct service;

(C) a plan to leverage non-Federal (including in-kind) resources and a plan for sustainability beyond the grant period;

(D) the services to be provided through the grant to carry out the strategy described in paragraph (2) and a description of the process that will be used to award subgrants and contracts under section 8 for the provision of such services;

(E) the research and evidence base indicating why the selected strategy and selection of services will be effective in meeting the comprehensive needs of the disconnected youth identified in the community;

(F) the goals, intended outcomes, and performance measures of the eligible entity’s strategy in accordance with the performance measures under section 10(b);

(G) a statement of concurrence on the application, signed by the partners in the eligible
entity, that outlines the specific roles and responsibilities of the partners as the roles and responsibilities relate to the functioning of the eligible entity; and

(H) a plan to create, or include an existing, youth advisory council, that is composed of disconnected youth from the community to be served, to make recommendations regarding the services to be provided under the grant;
(5) a description of the system that will be put in place to—

(A) provide case management, counseling, intensive placement and follow-up services, adult advocacy, or mentoring to help disconnected youth and their families access the various systems, resources, and supports necessary to ensure such young people’s success; and

(B) ensure that young people receiving services through the grant will receive individualized case management to ensure that the young people achieve the purposes described in section 2(b), including—

(i) an assessment of needs;
(ii) coordination of appropriate services; and
(iii) academic preparation and support
for entry, persistence, and completion of
postsecondary education;

(6) a description of how the eligible entity will
ensure that every young person served under the
grant receives comprehensive services, including
services from each of the categories described in sec-
tion 7(b)(1) through section 7(b)(3) until the young
person—

(A) attains a secondary school diploma, a
2-year or 4-year credential or occupational cer-
tification from an institution of higher edu-
cation, an industry-recognized credential, or
certification from a registered apprenticeship
program; and

(B) secures employment that can lead to
economic self-sufficiency;

(7) a description of how the strategy to be im-
plemented under the grant will identify, engage, and
provide services to young people who—

(A) left school without a secondary school
diploma and have reading, mathematics, or
science skills at or below the grade 8 level; and
(B) are disconnected youth described in any of subparagraphs (C) through (E) of section 3(2);

(8) a description of how public and private services that exist on the date of submission of the application will be coordinated and integrated in order to implement and sustain the strategy under the grant;

(9) a description of how Federal, State, and local private and public funds will be leveraged, coordinated, and integrated in order to implement the strategy under the grant;

(10) a description of how the strategy to be implemented under the grant strengthens, and does not duplicate, efforts within the community to be served under the grant that are funded under chapter 4 of subtitle B of title I of the Workforce Investment Act of 1998 (29 U.S.C. 2851 et seq.);

(11) a description of the process to be used to review or approve the industry-recognized credentials that may be attained by the young people receiving support under the grant; and

(12) a description of how the strategy to be implemented under the grant aligns with the efforts of the local educational agency serving the community
assisted under the grant to improve secondary schools, including efforts focused on—

(A) students who are off-track to an on-time graduation; and

(B) recuperative strategies.

c) Existing Plans, Assessments, and Strategies.—Plans, needs assessments, and strategies that have been developed by an eligible entity or the partners in the eligible entity may be used to satisfy the requirements of this section if such plans, needs assessments, or strategies—

(1) include the information required by this section, or can be modified to include the information required by this section; and

(2) are submitted to the Secretary with such modifications.

SEC. 6. PRIORITY.

In awarding grants to eligible entities under section 4, the Secretary shall give priority to applications from eligible entities proposing—

(1) to serve areas with disproportionately high numbers or percentages of young people who have left secondary school without obtaining a secondary school diploma or its recognized equivalent;
(2) to serve areas with high concentrations of young people in families whose family income is not more than 200 percent of the poverty line (as determined under section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2))); and

(3) to serve areas with high numbers or percentages of young people who are unemployed or underemployed.

SEC. 7. SELECTION CRITERIA.

The Secretary shall award grants to eligible entities under section 4 based on selection criteria that includes the following:

(1) BEST PRACTICES OR RESEARCH.—The extent to which the application submitted by an eligible entity under section 5 is rooted in documented best practices or research.

(2) INTEGRATION.—The extent to which the application demonstrates the integration of multiple services into a comprehensive, coordinated continuum that meets the holistic needs of young people, including health services, mental health services, housing, civic opportunities, job readiness, work experience, school readiness, reenrollment in school, and connections to family and community.
(3) **Leadership and Community Involvement.**—The extent to which the application demonstrates the leadership and substantive involvement of the business community, the mayor or appropriate chief executive officers of the general purpose local government of the community to be served by the grant, each local educational agency serving the community, the public and nonprofit sectors of the community, and other individuals and entities, described in section 3(2), of the community.

(4) **Leveraging and Sustainability.**—The extent to which the application demonstrates that resources from multiple sources will be leveraged to implement the grant, and the extent to which the application demonstrates a plan for sustainability beyond the grant period.

**SEC. 8. Use of Funds.**

(a) **Subgrants.**—

(1) **In General.**—Each eligible entity receiving a grant under section 4 shall use the grant funds—

(A) to award subgrants and contracts to community-based organizations and other entities to enable the organizations and entities to provide a comprehensive array of coordinated activities that will—
(i) support the educational, career and
technical, social, emotional, and civic needs
of disconnected youth; and

(ii) allow disconnected youth to gradu-
uate from secondary school, attain a post-
secondary credential, including a 2-year or
4-year credential from an institution of
higher education, an industry-recognized
credential, or certification from a reg-
istered apprenticeship program, and secure
and succeed in a family-supporting career;

(B) for training, technical assistance, and
professional development for the organizations
and entities that is offered by local or national
organizations;

(C) for coordinating the overall effort of
the eligible entity; or

(D) for the reasonable costs associated
with the administration and oversight of the
grants under section 4.

(2) USE OF SUBGRANT FUNDS.—Each organi-
ization or entity receiving a subgrant or contract
under this section—

(A) shall use the subgrant or contract
funds to carry out a workforce preparation
service, an education support service, or a youth
support service, described in paragraphs (1),
(2), and (3) of subsection (b), respectively; and

(B) may use the subgrant or contract
funds to carry out an activity described in para-
graph (4) or (5) of subsection (b).

(b) ALLOWABLE ACTIVITIES.—The services and ac-
tivities referred to in subsection (a)(2) include the fol-
lowing:

(1) WORK AND CAREER PREPARATION.—

(A) Workforce preparation.—Job
training, youth entrepreneurship, technological
and career and technical skill building, mean-
ingful internship and apprenticeship opportuni-
ties, and other workforce preparation activities
developed in partnership with the business com-
munity and other employers.

(B) Exposure and preparation for
careers.—Strategies that will expose discon-
nected youth to, and prepare such disconnected
youth for, careers, including careers in high-
growth, high-demand industries that require the
use of science, technology, engineering, and
mathematics skills.
(C) **APPLIED SKILLS.**—Strategies that promote the development of applied skills in such young people, including oral and written communication, teamwork, leadership, critical thinking, and a commitment to social and civic responsibility, including service-learning activities.

(D) **COMPENSATION.**—Compensation for employment opportunities for such young people, including summer and year-round employment opportunities, national and community service, service-learning, and work experience.

(2) **EDUCATION SUPPORT.**—

(A) **EDUCATION PROGRAMMING.**—Education programming for such young people, including assessment, instruction, tutoring, and technology supports to academic instruction.

(B) **CAREER AND TECHNICAL EDUCATION.**—Career and technical education.

(C) **DUAL ENROLLMENT PROGRAMS AND EARLY COLLEGE HIGH SCHOOLS.**—Participation in dual enrollment programs, early college high schools, and other proven models for supporting the educational achievement of disconnected youth.
(D) Postsecondary credentials.—Programs that provide young people with a postsecondary credential from an institution of higher education, a non-profit postsecondary educational institution that offers an industry recognized credential, or a registered apprenticeship program.

(E) Transition support.—Support for young people in their transition into and their successful completion of postsecondary education.

(F) Financial assistance.—Financial assistance for such young people for education support services and for higher education.

(3) Youth support.—

(A) Case management.—Case management, including using subgrant or contract funds for youth centers to serve as points of access and continued support.

(B) Health, mental health, or drug treatment services.—Health services, mental health services, or drug treatment services.

(C) Housing.—Housing.

(D) Transportation.—Transportation.
(E) **Childcare or Family Support Services.**—Childcare services or family support services.

(F) **Mentoring Activities.**—Mentoring activities for such young people, including one-to-one relationship building and tutoring.

(4) **Curriculum Development.**—Curriculum development that promotes contextual learning.

(5) **Other Services or Opportunities.**—Other services or opportunities that the Secretary or the eligible entity determine will help carry out the purposes of this Act.

(e) **Eligible Participants.**—An eligible entity receiving a grant under section 4 shall ensure that, of the group of young people who receive the services and participate in the activities described in subsections (a) and (b) under the grant, not less than 75 percent of the group shall be disconnected youth as defined in section 3(2).

(d) **Waiver of Multiple Service Requirement.**—The Secretary may waive the requirement of subsection (a) regarding the provision of a comprehensive array of coordinated activities for an eligible entity receiving a grant under section 4 to permit not more than 25 percent of the young people served by the eligible entity under the grant to receive only 1 or more services among
the allowable activities described in subsection (b) if the eligible entity determines that such young people only need 1 or more such services in order to—

(1) attain a secondary school diploma;

(2) attain a recognized postsecondary credential, including a 2-year or 4-year credential from an institution of higher education, an industry-recognized credential, or certification from a registered apprenticeship program; and

(3) secure and succeed in a family-supporting career.

SEC. 9. PLANNING GRANTS AUTHORIZED.

(a) In General.—The Secretary shall award planning grants to eligible entities to develop the components of the application described in section 5, in order to allow eligible entities to become competitive for grants under section 4.

(b) Duration; Amount.—Planning grants under this section shall be—

(1) for a duration of not more than 6 months in an amount of not more than $50,000; or

(2) for a duration of more than 6 months and not more than one year and in an amount of not more than $100,000.
(c) **RECIPIENTS.**—Recipients of grants under this section shall include—

(1) eligible entities that applied for and did not receive a grant under section 4, and demonstrate the ability to submit a competitive application after additional local planning; and

(2) eligible entities that intend to apply for a grant under section 4 after undergoing a thorough planning process.

**SEC. 10. ACCOUNTABILITY, PERFORMANCE MEASURES, AND EVALUATION.**

(a) **PURPOSE.**—The purpose of this section is to establish an accountability system, comprised of the activities described in this section, in order to—

(1) assess the effectiveness of grants under section 4 in helping disconnected youth—

(A) attain a secondary school diploma;

(B) attain a 2-year or 4-year credential from an institution of higher education, an industry recognized credential, or certification from a registered apprenticeship program; and

(C) secure and succeed in a family-supporting career;

(2) identify and disseminate effective practices to strengthen performance; and
(3) maximize the return on investment of Federal funds in activities assisted pursuant to a grant under section 4.

(b) Performance Measures.—

(1) In General.—For each eligible entity, performance measures shall consist of the indicators of performance described in paragraph (2) and the level of performance described in paragraph (3).

(2) Indicators of Performance.—The indicators of performance referred to in paragraph (1) shall consist of the following:

(A) Interim Indicators.—

(i) Youth Participation.—The participation of young people in activities funded under section 4.

(ii) Youth Progress.—The progress of young people towards all of the following:

(I) Attainment of a secondary school diploma or its recognized equivalent.

(II) Job readiness.

(iii) Youth Attainment.—The attainment by young people of a secondary school diploma or its recognized equivalent.
(B) Transitional indicators.—

(i) Diploma, and entrance into education or employment.—The attainment by young people of a secondary school diploma, and entrance into postsecondary education or employment.

(ii) Credential.—The attainment by young people of 1 or more recognized postsecondary credentials, which may include a certificate, a license, a journey-status card, or an associate degree or baccalaureate degree.

(C) Long-term indicators.—

(i) Employment, diploma, and credential.—Employment of individuals who participated in activities funded under section 4, attained a secondary school diploma, and attained 1 or more recognized credentials, which may include a certificate, license, journey-status card, or associate degree or baccalaureate degree.

(ii) Initial wage or salary level.—The initial wage or salary level of individuals described in clause (i).
(3) Level of Performance.—For each indicator of performance described in paragraph (2), the Secretary, in coordination with the eligible entity, shall determine a level of performance expressed in objective, quantifiable, and measurable form and in a way to show the progress of the eligible entity toward continuously improving performance.

(4) Eligible Entity Measures.—

(A) In General.—Each eligible entity that receives a grant under section 4 shall reach agreement with the Secretary on the levels of performance for the years covered by the grant. The levels of performance shall take into account the economic conditions of the area served, the characteristics of young people in the area, secondary school graduation rates, and the activities or services provided in the community served under the grant.

(B) Adjustments.—If unanticipated circumstances arise resulting in a significant change in the economic conditions of the area, the characteristics of young people in the area, secondary school graduation rates, or activities or services provided in the community served under the grant, then the eligible entity may re-
request that the Secretary adjust the level of performance for the eligible entity.

(c) ASSURANCE.—Each eligible entity that receives a grant under section 4 shall provide an assurance to the Secretary, as part of the application submitted under section 5, that the eligible entity will—

(1) report progress toward achieving the indicators under subsection (b) beyond the grant period for young people served under the grant; and

(2) use funds provided under the grant for such progress reporting.

(d) REPORTS.—

(1) IN GENERAL.—Each eligible entity that receives a grant under section 4 shall annually, for each year of the grant, provide a report to the Secretary that includes the progress of the eligible entity in accomplishing the performance measures for the eligible entity. The annual report shall include—

(A) information on the progress each eligible entity made in accomplishing its performance measures, disaggregated by the categories described in section 1111(b)(2)(C)(v)(II) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(2)(C)(v)(II));
(B) the costs of the activities supported under the grant under section 4, including—

(i) the type of cost, such as cash, personnel, equipment, supplies, or materials, or other cost; and

(ii) the sources used to pay such costs, such as—

(I) funding from other Federal, State, or local public programs; or

(II) private sector or philanthropic contributions; and

(iii) the dollar value of the resources leveraged to cover such costs and support the activities;

(C) any fiscal and management accountability information required by the Secretary, which information shall use sound financial and management practices;

(D) the characteristics and number of disconnected youth served by the services and activities provided under the grant; and

(E) the services and supports provided under the grant.

(2) VALID AND RELIABLE INFORMATION.—In preparing the reports under this subsection, each eli-
gible entity shall establish procedures, consistent
with guidelines issued by the Secretary, to ensure
that the information contained in the reports is valid
and reliable.

(e) EVALUATION.—Not later than 90 days after the
date of enactment of this Act, the Secretary shall award
a grant or a contract to an entity outside the Department
of Labor for an evaluation of the activities assisted under
the grants awarded under section 4. Such evaluation
shall—

(1) evaluate a subgroup of eligible entities that
received a grant under section 4;

(2) include an analysis and documentation of
the strategies implemented by the eligible entities as-
sisted under the grants awarded under section 4 and
the key lessons learned, as such lessons relate to
program design, systems coordination, and imple-
mentation;

(3) measure the outcomes, and progress toward
the outcomes, of the strategies implemented under
the grants under section 4 in terms of the interim
and transitional indicators of performance under
subsection (b)(2), and if feasible, the long-term indi-
cators of performance under such subsection;
(4) document the incremental progress of such young people over time on the outcomes measured under paragraph (3); 
(5) measure the return on investment resulting from the activities funded with grants under section 4; and 
(6) begin as soon as practicable after the awarding of the grant or contract under this section and continue throughout the duration of the periods of the grants under section 4 so that the plans included in the applications under section 5 may be informed by, and conducive to, the evaluation.

SEC. 11. TECHNICAL ASSISTANCE AND BEST PRACTICES.

The Secretary shall—
(1) in consultation with the Federal Youth Development Council, the Coordinating Council on Juvenile Justice and Delinquency Prevention established under section 206 of the Juvenile Justice and Delinquency Prevention Act of 1974 (42 U.S.C. 5616), the Shared Youth Vision, and other related agencies, disseminate best practices that emerge from the programs assisted under this Act in identifying disconnected youth, and in implementing effective public and private strategies for preparing such young people to be successful students, workers, and
citizens during and after implementation of the pro-
gram; and

(2) provide, directly or through a grant or con-
tract with 1 or more nonprofit organizations selected
through a competitive process, training, technical as-
sistance, and professional development for organiza-
tions serving disconnected youth, including organiza-
tions serving such disconnected youth that do not re-
ceive funding under this Act.

SEC. 12. AUTHORIZATION OF APPROPRIATIONS.

(a) IN GENERAL.—There are authorized to be appro-
piated to carry out this Act such sums as may be nec-
essary for each of the fiscal years 2011 through 2015.

(b) ALLOCATION.—Of the amounts appropriated to
carry out this section for each fiscal year, the Secretary
shall use—

(1) not less than 90 percent of such amount for
grants to eligible entities under section 4 and section
9; and

(2) a total of not more than 10 percent of such
amount for the evaluation under section 10(b) and
the training, technical assistance, and dissemination
of best practices under section 11.