

111TH CONGRESS
2D SESSION

H. R. 6229

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 HOUSE OF REPRESENTATIVES

SEPTEMBER 28, 2010

Ms. CHU (for herself, Mr. LOEBSACK, and Ms. SHEA-PORTER) introduced the following bill; which was referred to the Committee on Education and Labor, and in addition to the Committee on Energy and Commerce, for a period to be subsequently determined by the Speaker, in each case for consideration of such provisions as fall within the jurisdiction of the committee concerned

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-

1 opportunities that Motivate Achievement Act” or the “DI-
2 PLOMA Act”.

3 (b) TABLE OF CONTENTS.—The table of contents for
4 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.

5 **SEC. 2. FINDINGS.**

6 Congress finds the following:

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

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

1 (3) Over the past 4 decades, the United States
2 has slipped from being first in the world in high
3 school and college graduation rates to 20th and
4 14th, respectively, putting the Nation at a growing
5 competitive disadvantage with other countries.

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

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

18 (6) Research from Johns Hopkins University
19 found that the lack of summer learning opportuni-
20 ties explains about two-thirds of the 9th grade
21 achievement gap between high and low income stu-
22 dents.

23 (7) Research from the Government Account-
24 ability Office found that students who change
25 schools frequently were less likely to perform at

1 grade level and more likely to repeat a grade than
2 their more stable peers.

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

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

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

23 (C) through a pipeline of comprehensive
24 services addressing the needs of children, youth,
25 and families from prenatal opportunities

1 through the transition to adulthood, 90 percent
2 of high school seniors served by Harlem Chil-
3 dren’s Zone are accepted into college.

4 **SEC. 3. PURPOSES.**

5 The purposes of this Act are—

6 (1) to create engaging learning experiences
7 that—

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

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

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

20 (3) to engage and support parents, care givers,
21 and families in their role as first educators of their
22 children;

23 (4) to promote community engagement in edu-
24 cation and family engagement in education;

1 (5) to leverage and integrate the human and fi-
 2 nancial assets of local communities, schools, State
 3 governments, the Federal Government, and the nat-
 4 ural assets of communities—

5 (A) toward better results for children,
 6 youth, and families; and

7 (B) for sustained civic capacity; and

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

13 **SEC. 4. DEFINITIONS.**

14 In this Act:

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

22 (2) COMMUNITY ENGAGEMENT IN EDU-
 23 CATION.—

24 (A) IN GENERAL.—The term “community
 25 engagement in education” means systematic ef-

1 forts to involve, engage, and collaborate with
2 parents, community residents, members of
3 school communities, community partners, and
4 other stakeholders in exploring the needs of
5 their students and schools, developing plans to
6 address those needs, and working together to
7 address those needs.

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

17 (3) FAMILY ENGAGEMENT IN EDUCATION.—

18 The term “family engagement in education” means
19 a shared responsibility of families and schools for
20 student success, in which schools and community-
21 based organizations are committed to reaching out
22 to engage families in meaningful ways that encour-
23 age the families to actively support their children’s
24 learning and development, as well as the learning
25 and development of other children. The shared re-

1 sponsibility is continuous from birth through young
2 adulthood and reinforces learning that takes place in
3 the home, school, and community.

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

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

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

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

17 (A) shall include—

18 (i) a local educational agency; and

19 (ii) not less than 1 other community
20 partner that is independent of the local
21 educational agency; and

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

24 (i) a community-based organization;

- 1 (ii) a child and youth serving organi-
- 2 zation or agency;
- 3 (iii) an institution of higher education;
- 4 (iv) a foundation;
- 5 (v) a business;
- 6 (vi) a teacher organization;
- 7 (vii) an organization representing edu-
- 8 cation professionals;
- 9 (viii) a local government, including a
- 10 government agency serving children and
- 11 youth, such as a child welfare and juvenile
- 12 justice agency;
- 13 (ix) an organization representing stu-
- 14 dents; and
- 15 (x) an organization representing par-
- 16 ents; and
- 17 (C) may include representatives from mul-
- 18 tiple jurisdictions.

19 (6) LOCAL EDUCATIONAL AGENCY.—The term
20 “local educational agency” has the meaning given
21 the term in section 9101 of the Elementary and Sec-
22 ondary Education Act of 1965 (20 U.S.C. 7801).

23 (7) OUTLYING AREA.—The term “outlying
24 area” has the meaning given the term in section

1 9101 of the Elementary and Secondary Education
2 Act of 1965 (20 U.S.C. 7801).

3 (8) The term “Secretary” means the Secretary
4 of Education.

5 (9) SPECIALIZED INSTRUCTIONAL SUPPORT
6 PERSONNEL.—The term “specialized instructional
7 support personnel” means school counselors, school
8 social workers, school psychologists, and other quali-
9 fied professional personnel involved in providing as-
10 sessment, diagnosis, counseling, educational, thera-
11 peutic, and other necessary corrective or supportive
12 services (including related services as that term is
13 defined in section 602 of the Individuals with Dis-
14 abilities Education Act (20 U.S.C. 1401)) as part of
15 a comprehensive program to meet student needs.

16 (10) SPECIALIZED INSTRUCTIONAL SUPPORT
17 SERVICES.—The term “specialized instructional sup-
18 port services” means the services provided by spe-
19 cialized instructional support personnel, and includes
20 any other corrective or supportive services to meet
21 student needs.

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

1 **SEC. 5. DEMONSTRATION PROGRAM AUTHORIZED; ALLOT-**
2 **MENT TO STATES.**

3 (a) **FORMULA GRANTS AUTHORIZED.**—

4 (1) **IN GENERAL.**—For any fiscal year for
5 which the amount appropriated under section 13 is
6 equal to or greater than \$200,000,000, the Sec-
7 retary is authorized to award grants, from allot-
8 ments under subsection (c), to States having appli-
9 cations approved under section 5 to enable the
10 States to award subgrants to local consortia to lever-
11 age and integrate human and financial assets at all
12 levels in order to—

13 (A) ensure the academic, physical, social,
14 emotional, and civic development of disadvan-
15 taged youth; and

16 (B) strengthen the families and commu-
17 nities of the disadvantaged youth and achieve
18 the results developed pursuant to section
19 6(c)(1).

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

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

24 (b) **RESERVATION.**—From the funds appropriated
25 under section 13 for any fiscal year, the Secretary shall
26 reserve—

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

4 (A) providing training and training tech-
5 nical assistance to local consortia and organiza-
6 tions partnering with local consortia to carry
7 out services under this Act; or

8 (B) conducting the national evaluation
9 pursuant to section 12(a)(3); and

10 (2) not more than 1 percent for payments to
11 the outlying areas and the Bureau of Indian Affairs,
12 to be allotted in accordance with their respective
13 needs for assistance under this Act, as determined
14 by the Secretary, to enable the outlying areas and
15 the Bureau of Indian Affairs to carry out the pur-
16 poses of this Act.

17 (c) STATE ALLOTMENTS.—

18 (1) DETERMINATION.—From the funds appro-
19 priated under section 13 for any fiscal year that are
20 equal to or greater than \$200,000,000 which remain
21 after the Secretary makes the reservations under
22 subsection (b), the Secretary shall allot to each State
23 for the fiscal year an amount that bears the same
24 relationship to the remainder as the amount the
25 State received under subpart 2 of part A of title I

1 of the Elementary and Secondary Education Act of
2 1965 (20 U.S.C. 6331 et seq.) for the preceding fis-
3 cal year bears to the amount all States received
4 under that subpart for the preceding fiscal year, ex-
5 cept that no State shall receive less than an amount
6 equal to $\frac{1}{2}$ of 1 percent of such funds.

7 (2) REALLOTMENT OF UNUSED FUNDS.—If a
8 State does not receive an allotment under this Act
9 for a fiscal year, the Secretary shall reallocate the
10 amount of the State's allotment to the remaining
11 States in accordance with this section.

12 (d) COMPETITIVE GRANTS AUTHORIZED.—

13 (1) IN GENERAL.—For any year for which the
14 amount appropriated under section 13 is less than
15 \$200,000,000, the Secretary shall award grants, on
16 a competitive basis, to local consortia to enable the
17 local consortia to carry out local strategies in ac-
18 cordance with sections 9 and 10.

19 (2) TARGETED LOCAL CONSORTIA.—The Sec-
20 retary shall only award a grant to a local consortium
21 under this subsection if the local consortium submits
22 an application that proposes—

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

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

6 (i) shall be submitted by a local con-
7 sortium comprised of a broad representa-
8 tion of stakeholders and decision makers in
9 the community, including a multitude of
10 community partners described in section
11 4(5)(B); or

12 (ii) shall demonstrate the capacity for
13 successful implementation through a his-
14 tory of successful collaboration and effec-
15 tiveness in strengthening outcomes for chil-
16 dren and youth.

17 (3) ACCOUNTABILITY AND TRANSPARENCY.—

18 The Secretary shall apply those provisions of section
19 12 that the Secretary determines applicable to local
20 consortia receiving funds under this subsection.

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

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

1 (b) STRATEGY REQUIREMENTS.—The State strat-
2 egy—

3 (1) shall be developed by the Governor of the
4 State;

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

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

10 (c) REQUIRED COMPONENTS.—The State strategy
11 components required under subsection (b) are the fol-
12 lowing:

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

21 (A) Children are ready for school.

22 (B) Students are engaged and achieving in
23 school.

24 (C) Students are physically, mentally, so-
25 cially, and emotionally healthy.

1 (D) Schools and neighborhoods are safe
2 and provide a positive climate for learning.

3 (E) Families are supportive and engaged
4 in their children's education.

5 (F) Graduates are ready for postsecondary
6 education and 21st Century careers.

7 (G) Students are contributing to their
8 communities.

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

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

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

1 (B) ELIMINATION OF STATE BARRIERS TO
2 COORDINATION AND INTEGRATION.—A descrip-
3 tion of how funds received under this Act will
4 be used to identify and eliminate State barriers
5 to the coordination and integration of pro-
6 grams, initiatives, and funding streams to
7 achieve the goals developed pursuant to para-
8 graph (1).

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

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

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

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

24 (a) COORDINATING BODY.—

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

6 (A) administer funds provided under this
7 Act;

8 (B) facilitate communication between the
9 public and the Governor pertaining to issues
10 impacting children and youth from birth
11 through the transition to adulthood, including
12 issues pertaining to service coordination and in-
13 tegration;

14 (C) identify and eliminate State barriers to
15 the coordination and integration of programs,
16 initiatives, and funding streams, and facilitate
17 coordination and collaboration among State
18 agencies serving children and youth;

19 (D) strengthen the capacity of State and
20 local organizations to achieve positive outcomes
21 for children and youth through training, tech-
22 nical assistance, professional development, and
23 other means;

24 (E) assist the Governor in developing and
25 carrying out the State strategy; and

1 (F) coordinate the submission of the State
2 application under subsection (b).

3 (2) DESIGNATION OF COORDINATING BODY.—

4 The Governor may designate an existing agency,
5 Children’s Cabinet, P-20 Council, child and youth
6 development partnership, or other organization as
7 the coordinating body for student learning and de-
8 velopment described in paragraph (1) if the agency,
9 cabinet, council, partnership, or organization—

10 (A) performs duties similar to the duties
11 described in paragraph (1); or

12 (B) if the duties of the agency, cabinet,
13 council, partnership, or organization can be
14 modified to include the duties described in
15 paragraph (1).

16 (b) STATE APPLICATION.—

17 (1) IN GENERAL.—Each State desiring a grant
18 under this Act shall submit to the Secretary an ap-
19 plication at such time, in such manner, and con-
20 taining such information as the Secretary may re-
21 quire.

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

24 (A) STATE STRATEGY.—A description of
25 how the State will develop the State strategy.

1 (B) GRANTS TO LOCAL CONSORTIA.—A de-
2 scription of how subgrants to local consortia
3 will be awarded pursuant to section 8 and how
4 the subgrants will facilitate community plan-
5 ning and effective service coordination, integra-
6 tion, and provision at the local level to achieve
7 the goals developed by the State pursuant to
8 section 6(c)(1) within the context of local needs
9 and priorities.

10 (C) CAPACITY BUILDING.—A description of
11 how grant funds received under this Act will be
12 used to build State and local capacity through
13 training, technical assistance, and professional
14 development.

15 (D) ACCOUNTABILITY FOR RESULTS.—A
16 description of the State's plans to adhere to the
17 accountability and transparency requirements
18 described in section 12(b).

19 (3) REVISED APPLICATION.—Each State desir-
20 ing to renew a grant under this Act shall submit a
21 revised application to the Secretary every 5 years
22 based on an assessment of the activities conducted
23 under this Act.

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

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

4 (1) the State shall use not less than 95 percent
5 to award subgrants to local consortia under sub-
6 section (b);

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

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

14 (b) SUBGRANTS TO LOCAL CONSORTIA.—

15 (1) IN GENERAL.—A State that receives a
16 grant under this Act shall use the portion of the
17 grant funds described in subsection (a)(1) to award
18 subgrants to local consortia.

19 (2) PRIORITY.—In awarding subgrants to local
20 consortia, a State shall give priority to applications
21 from local consortia that propose—

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

25 (B) to provide a comprehensive continuum
26 of services, including not less than 1 service

1 from each of not less than 3 categories of serv-
2 ices described in paragraphs (3) through (11)
3 of section 10(b), which proposal—

4 (i) shall be submitted by local con-
5 sortia comprised of a broad representation
6 of stakeholders and decision makers in the
7 community, including a multitude of com-
8 munity partners described in section
9 4(5)(B); or

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

15 (3) DURATION OF GRANT.—Each subgrant
16 awarded under this section shall be for a period of
17 5 years and shall be renewable based on progress to-
18 ward achieving the results described in section
19 9(b)(2)(A).

20 (c) PLANNING GRANTS.—A State that receives a
21 grant under this Act may award planning grants to local
22 consortia to enable the local consortia to develop the local
23 strategy described in section 9(b). Such planning grants
24 shall be for a duration of—

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

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

5 (d) SUPPLEMENT, NOT SUPPLANT.—A State that re-
6 ceives a grant under this Act shall use the grant funds
7 to supplement, not supplant, Federal and non-Federal
8 funds available to support child and youth services.

9 (e) ALLOCATION TO RURAL AREAS.—

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

23 (2) RURAL LOCAL CONSORTIUM.—In this sub-
24 section the term “rural local consortium” means a

1 local consortium serving an area of the State that
2 has a locale code of 41, 42, or 43.

3 **SEC. 9. LOCAL CONSORTIUM APPLICATION; LOCAL CHILD**
4 **AND YOUTH STRATEGY.**

5 (a) LOCAL CONSORTIUM APPLICATION.—

6 (1) IN GENERAL.—A local consortium that de-
7 sires a subgrant under section 8 shall submit an ap-
8 plication to the State at such time, in such manner,
9 and containing such information as the State may
10 require.

11 (2) CONTENTS.—An application submitted
12 under this section shall include—

13 (A) a description of the local consortium,
14 including which public or nonprofit entity par-
15 ticipating in the local consortium shall serve as
16 the fiscal agent for the local consortium;

17 (B) the local child and youth strategy
18 (hereafter in this Act referred to as “local
19 strategy”) described in subsection (b); and

20 (C) a description of how the local strategy
21 will be coordinated with the local educational
22 agency plan required under section 1112 of the
23 Elementary and Secondary Education Act of
24 1965 (20 U.S.C. 6312).

25 (b) LOCAL STRATEGY.—

1 (1) IN GENERAL.—The local strategy—

2 (A) shall be developed by the local consor-
3 tium;

4 (B) shall include the components described
5 in paragraph (2); and

6 (C) may include such other components as
7 the local consortium determines necessary to
8 strengthen outcomes for young people from
9 birth through the transition to adulthood.

10 (2) COMPONENTS.—The local strategy compo-
11 nents required under paragraph (1)(B) are the fol-
12 lowing:

13 (A) LOCAL RESULTS FRAMEWORK.—Com-
14 prehensive, research-based goals and aligned
15 quantifiable indicators for the goals, with re-
16 spect to youth, particularly disadvantaged
17 youth, that shall serve as targets for the year
18 with respect to which the local strategy applies.

19 The goals shall include the following:

20 (i) Children are ready for school.

21 (ii) Students are engaged and achiev-
22 ing in school.

23 (iii) Students are physically, mentally,
24 socially, and emotionally healthy.

1 (iv) Schools and neighborhoods are
2 safe and provide a positive climate for
3 learning.

4 (v) Families are supportive and en-
5 gaged in their children's education.

6 (vi) Students are ready for postsec-
7 ondary education and 21st Century ca-
8 reers.

9 (vii) Students are contributing to
10 their communities.

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

23 (i) into a community school site; and

24 (ii) through the presence of special-
25 ized student support personnel and local

1 educational agency liaisons for homeless
2 children and youth designated pursuant to
3 section 722(g)(1)(J)(ii) of the McKinney-
4 Vento Homeless Assistance Act (42 U.S.C.
5 11432(g)(1)(J)(ii)).

6 (C) NEEDS ASSESSMENT.—An analysis of
7 the comprehensive needs of the students served
8 by the local consortium, their families, and the
9 community that—

10 (i) includes input from students and
11 parents;

12 (ii) assesses the academic, physical,
13 social, emotional, health, mental health,
14 and civic needs of students and their fami-
15 lies; and

16 (iii) may impact students' ability to
17 meet the challenging State student aca-
18 demic achievement standards.

19 (D) SERVICE INTEGRATION AND PROVI-
20 SION.—A plan to coordinate and integrate serv-
21 ices and provide services in order to meet the
22 needs identified under subparagraph (C) and
23 achieve the results and aligned quantifiable in-
24 dicators described in subparagraph (A), includ-
25 ing—

1 (i) a description of the services admin-
2 istered by members of the local consortium
3 that are funded through grants provided
4 under the Elementary and Secondary Edu-
5 cation Act of 1965 (20 U.S.C. 6301 et
6 seq.) that will be coordinated as part of the
7 subgrant provided under section 8; and

8 (ii) if applicable, a description of the
9 coordination among services provided by
10 community-based organizations and serv-
11 ices provided by specialized instructional
12 support personnel serving local educational
13 agencies participating in the local consor-
14 tium.

15 (E) COMMUNITY ENGAGEMENT IN EDU-
16 CATION.—A plan to increase community en-
17 gagement in education.

18 (F) FAMILY ENGAGEMENT IN EDU-
19 CATION.—A plan to increase family engagement
20 in education.

21 (3) EXISTING PLANS, STRATEGIES, AND AS-
22 SESSMENTS.—Existing plans, strategies, needs as-
23 sessments, or assets assessments may be used to
24 satisfy the requirements of this section if such exist-
25 ing plans, strategies, needs assessments, or assets

1 assessments include the information required by this
2 section, or can be modified to do so, and are sub-
3 mitted to the Secretary with such modifications.

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

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

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

12 (2) to implement the comprehensive, coordi-
13 nated continuum of services described in paragraph
14 (1) through research-based services producing quan-
15 tifiable results that align with the local results
16 framework described in section 9(b)(2)(A);

17 (3) to address the needs identified in the needs
18 assessment carried out pursuant to section
19 9(b)(2)(C) by leveraging the assets identified in the
20 assets assessment carried out pursuant to section
21 9(b)(2)(B); and

22 (4) if applicable, to coordinate efforts with the
23 specialized instructional support personnel serving
24 local educational agencies participating in the local
25 consortium.

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

7 (1) community-based, integrated student serv-
8 ices;

9 (2) full service community schools;

10 (3) high quality early childhood development,
11 including—

12 (A) early childhood education;

13 (B) programs under the Head Start Act
14 (42 U.S.C. 9831 et seq.), including Early Head
15 Start programs;

16 (C) early reading first programs;

17 (D) child care services;

18 (E) early childhood-school transition serv-
19 ices;

20 (F) home visiting;

21 (G) parenting education; and

22 (H) services for young children with spe-
23 cial needs;

24 (4) academic support services, including—

25 (A) tutoring;

1 (B) extended day programs, including serv-
2 ices provided through 21st Century Community
3 Learning Centers under part B of title IV of
4 the Elementary and Secondary Education Act
5 of 1965 (20 U.S.C. 7171 et seq.);

6 (C) academic support services for English-
7 language learners;

8 (D) programs for students and parents to
9 learn together, including opportunities in such
10 fields as technology, art, music, and language
11 acquisition;

12 (E) multiple pathways toward attaining a
13 high school diploma and preparing students for
14 college, including—

15 (i) dual enrollment programs;
16 (ii) early college high schools;
17 (iii) strategies for preventing at-risk
18 youth from dropping out of high school;

19 (iv) dropout recovery strategies, in-
20 cluding strategies that award credit based
21 on student performance instead of instruc-
22 tional time; and

23 (v) other activities that combine rig-
24 orous coursework, personalized learning

- 1 environments, practical applications, and
- 2 comprehensive support services;
- 3 (F) summer enrichment and learning expe-
- 4 riences; and
- 5 (G) services for students with disabilities;
- 6 (5) health services, including—
- 7 (A) primary health care;
- 8 (B) dental care;
- 9 (C) vision care;
- 10 (D) hearing care;
- 11 (E) mental health services;
- 12 (F) nutrition services;
- 13 (G) health education; and
- 14 (H) developmental and habilitation services
- 15 for young people with special needs;
- 16 (6) youth development, including—
- 17 (A) mentoring and other youth develop-
- 18 ment programs, including programs that engage
- 19 older adults;
- 20 (B) recreation and physical education;
- 21 (C) service learning, civic education, lead-
- 22 ership development, entrepreneurship, and com-
- 23 munity service opportunities;
- 24 (D) job training, career counseling, and in-
- 25 ternship opportunities;

1 (E) career and technical education;

2 (F) college preparation and counseling
3 services; and

4 (G) positive behavioral interventions and
5 supports;

6 (7) social services for students and families, in-
7 cluding—

8 (A) family support programs, including
9 housing assistance, counseling, financial edu-
10 cation, crisis intervention, and related services;

11 (B) programs that provide assistance to
12 students who have been truant, suspended, or
13 expelled;

14 (C) programs or efforts intended to iden-
15 tify young people without a high school diploma
16 and reengage the young people in school so that
17 the young people may attain a high school di-
18 ploma; and

19 (D) strategies that engage older adults as
20 resources to students and families;

21 (8) parent and adult education programs, in-
22 cluding—

23 (A) programs that promote family literacy,
24 including family literacy programs for English-
25 language learners and Even Start;

1 (B) parent and caregiver leadership and
2 parent and caregiver education activities;

3 (C) translation services;

4 (D) adult education, including instruction
5 in English as a second language, and job train-
6 ing; and

7 (E) citizenship preparation for individuals
8 choosing to become United States citizens;

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

11 (A) youth courts, teen courts, peer juries,
12 and drug courts; and

13 (B) tribal youth programs;

14 (10) specialized instructional support services,
15 including specialized instructional support personnel;

16 (11) service coordination staffing that ensures
17 young people receive comprehensive services to meet
18 the holistic needs of the young people;

19 (12) training, technical assistance, and profes-
20 sional development for school-based and community-
21 based personnel to build capacity and skills to edu-
22 cate English-language learners;

23 (13) training, technical assistance, and profes-
24 sional development for school-based and community-

1 based personnel providing comprehensive services to
2 children and youth;

3 (14) subgrants to nonprofit and other organiza-
4 tions to implement the requirements and allowable
5 services under this section;

6 (15) reasonable program administration and
7 planning associated with the activities required
8 under this section; and

9 (16) other services consistent with this section.

10 **SEC. 11. CONSTRUCTION.**

11 Nothing in this Act shall be construed to alter or oth-
12 erwise affect the rights, remedies, and procedures afforded
13 school or school district employees under Federal, State,
14 or local laws (including applicable regulations or court or-
15 ders) or under the terms of collective bargaining agree-
16 ments, memoranda of understanding, or other agreements
17 between such employees and their employers.

18 **SEC. 12. ACCOUNTABILITY AND TRANSPARENCY.**

19 (a) FEDERAL ACCOUNTABILITY AND TRANS-
20 PARENCY.—

21 (1) ANNUAL REPORT.—On an annual basis, the
22 Secretary shall report to the public, Congress, and
23 the President—

24 (A) the collective progress made by—

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

4 (ii) communities in achieving the goals
5 established within the local results frame-
6 works pursuant to section 9(b)(2)(A);

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

10 (i) the characteristics of the young
11 people and families served by the activities
12 and services assisted under this Act;

13 (ii) the services and supports provided
14 under this Act; and

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

17 (C) actions taken pursuant to paragraph
18 (2) regarding misuse or ineffective use of funds;

19 and

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

22 (2) CORRECTION OF DEFICIENCIES.—If the
23 Secretary determines, based on a review of State an-
24 nual reports, State strategies, State data submis-
25 sions, evaluations, or other documentation, that a

1 State or entity that receives funds through a grant
2 or contract made under this Act makes insufficient
3 progress toward achieving the goals established with-
4 in the State results framework pursuant to section
5 6(c)(1) within 3 years of receiving a grant under
6 section 5(a), or is misusing, ineffectively using, or
7 otherwise not complying with the requirements of
8 this Act, the Secretary shall—

9 (A) notify the State of the deficiencies that
10 require correction and request that the State
11 submit a plan to correct the deficiencies;

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

17 (C) in the case that the State fails to sub-
18 mit or negotiate a plan to correct the defi-
19 ciencies or fails to make substantial efforts,
20 within 6 months after the date of the notifica-
21 tion described in paragraph (1), to correct the
22 deficiencies and comply with the requirements
23 of this Act—

24 (i) terminate the provision of funds
25 under this Act to the State or entity for

1 the remainder of the period of the grant or
2 contract; and

3 (ii) redistribute the terminated fund-
4 ing in the manner described in section
5 5(c).

6 (3) INDEPENDENT ONGOING EVALUATION.—

7 (A) IN GENERAL.—The Secretary shall
8 carry out an ongoing evaluation of the activities
9 conducted under this Act and shall submit the
10 evaluation results to Congress and the public in
11 July of 2014 and in July of 2016.

12 (B) RIGOROUS AND INDEPENDENT EVAL-
13 UATION.—The Secretary shall enter into a con-
14 tract with an entity independent of the Depart-
15 ment of Education to carry out the evaluation
16 required under this paragraph. To the extent
17 the Secretary determines feasible, the evalua-
18 tion shall include large-scale, longitudinal, ran-
19 domized studies to identify the most effective
20 combinations of academic and nonacademic
21 interventions, including interventions adminis-
22 tered by community-based organizations, to
23 achieve improvements in academic and other
24 outcomes for students.

25 (C) EVALUATION OUTCOMES.—

1 (i) IN GENERAL.—The evaluation re-
2 quired under this paragraph shall measure
3 the process of developing and imple-
4 menting effective partnerships among
5 schools, school districts, families, students,
6 and community partners, as well as the im-
7 pact of activities conducted under this Act,
8 which may include impacts on the fol-
9 lowing outcomes:

10 (I) Student achievement as meas-
11 ured by assessment data, classroom
12 grades, and other means of measuring
13 student performance.

14 (II) Graduation rates.

15 (III) School readiness.

16 (IV) Numbers of detentions, sus-
17 pensions, and expulsions.

18 (V) Enrollment in postsecondary
19 education.

20 (VI) The degree of communica-
21 tion between schools and families.

22 (VII) The degree of parental par-
23 ticipation in school activities.

1 (VIII) Student health, including
2 mental health and risk factors at
3 birth.

4 (IX) Student civic participation.

5 (X) Attendance.

6 (XI) The number of students and
7 families receiving services.

8 (XII) Other outcome areas as de-
9 termined by the Secretary in consulta-
10 tion with State educational agencies,
11 local educational agencies, teacher or-
12 ganizations, secondary students, and
13 nonprofit organizations providing
14 services to children and youth.

15 (ii) DISAGGREGATION.—The outcomes
16 described in clause (i) shall be
17 disaggregated by gender, race, and family
18 income.

19 (b) STATE ACCOUNTABILITY AND TRANSPARENCY.—

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

24 (A) progress made toward achieving—

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

6 (ii) the goals established within the
7 local results frameworks pursuant to sec-
8 tion 9(b)(2)(A);

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

12 (i) the characteristics of the young
13 people and families served by the activities
14 and services assisted under this Act;

15 (ii) the services and supports provided
16 under this Act; and

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

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

21 (D) the extent of coordination between
22 State departments and agencies providing youth
23 services in place to achieve the goals within the
24 State results framework pursuant to section
25 6(c)(1);

1 (E) the extent to which the objectives and
2 budgets of State departments and agencies pro-
3 viding child and youth services were consistent
4 with the recommendations of the State strategy
5 for the preceding year;

6 (F) the efficiency and adequacy of State
7 and local programs and policies with respect to
8 child and youth services;

9 (G) actions taken pursuant to paragraph
10 (2) regarding misuse or ineffective use of funds;
11 and

12 (H) other information the State determines
13 to be of interest to the public.

14 (2) CORRECTION OF DEFICIENCIES.—If the
15 State determines, based on a review of reports, data
16 submissions, evaluations, or other documentation,
17 that a local consortium or organization that receives
18 funds through a subgrant made under this Act
19 makes insufficient progress toward achieving the
20 goals established within the local results framework
21 pursuant to section 9(b)(2)(A) within 3 years of re-
22 ceiving a subgrant under section 8, or is misusing,
23 ineffectively using, or otherwise not complying with
24 the requirements of this Act, the State shall—

1 (A) notify the local consortium of the defi-
2 ciencies that require correction and request that
3 the consortium submit a plan to correct the de-
4 ficiencies;

5 (B) negotiate a plan to correct the defi-
6 ciencies, and provide appropriate training or
7 technical assistance designed to assist the local
8 consortium in complying with the requirements
9 of this Act; and

10 (C) in the case that the local consortium
11 fails to submit or negotiate a plan to correct
12 the deficiencies or fails to make substantial ef-
13 forts, within 6 months after the date of the no-
14 tification described in subparagraph (A), to cor-
15 rect the deficiencies and comply with the re-
16 quirements of this Act, terminate the provision
17 of funds under this Act to the local consortium
18 or organization for the remainder of the period
19 of the subgrant and redistribute the terminated
20 funding in a manner determined by the State to
21 be in the best interests of the children and
22 youth in such State in accordance with this Act.

23 (c) LOCAL ACCOUNTABILITY AND TRANSPARENCY.—
24 On an annual basis, each local consortium shall report to

1 the public and the State such information as the State
2 may reasonably require, including—

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

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

11 (A) the characteristics of the young people
12 and families served by the activities and serv-
13 ices assisted under this Act;

14 (B) the services and supports provided
15 under this Act; and

16 (C) outcomes resulting from the activities
17 and services funded under this Act;

18 (3) information on State barriers to effective
19 local coordination;

20 (4) the extent of coordination between local
21 agencies and organizations providing services to
22 achieve the goals within the local results framework
23 pursuant to section 9(b)(2)(A); and

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

1 **SEC. 13. AUTHORIZATION OF APPROPRIATIONS.**

2 There are authorized to be appropriated to carry out
3 this Act \$2,500,000,000 for each of fiscal years 2011,
4 2012, 2013, 2014, and 2015.

○