

113TH CONGRESS
2D SESSION

S. 2849

To strengthen student achievement and graduation rates and prepare youth for postsecondary education at institutions of higher education, careers, and citizenship through innovative partnerships that meet the comprehensive needs of youth.

IN THE SENATE OF THE UNITED STATES

SEPTEMBER 17 (legislative day, SEPTEMBER 16), 2014

Mr. SANDERS (for himself and Mr. BROWN) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

A BILL

To strengthen student achievement and graduation rates and prepare youth for postsecondary education at institutions of higher education, careers, and citizenship through innovative partnerships that meet the comprehensive needs of 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” or the “DI-
7 PLOMA 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. Purposes.
- Sec. 3. Definitions.
- Sec. 4. Program authorized; allotment to States.
- Sec. 5. State youth strategy.
- Sec. 6. Coordinating body; State applications.
- Sec. 7. State use of funds.
- Sec. 8. Local consortium application; local youth strategy.
- Sec. 9. Local use of funds.
- Sec. 10. Construction.
- Sec. 11. Accountability and transparency.
- Sec. 12. Authorization of appropriations.

3 **SEC. 2. PURPOSES.**

4 The purposes of this Act are—

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

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

11 (B) prepare youth for postsecondary edu-
 12 cation at institutions of higher education, 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;

1 (3) to engage and support parents, caregivers,
2 and families in their role as first educators of their
3 children;

4 (4) to promote community engagement in the
5 academic and developmental needs of youth and
6 family engagement in the academic and develop-
7 mental needs of youth;

8 (5) to leverage and integrate the human and fi-
9 nancial assets of local communities, schools, State
10 governments, the Federal Government, and the nat-
11 ural assets of communities—

12 (A) toward better results for youth and
13 families; and

14 (B) for sustained civic capacity; and

15 (6) to develop strategies that achieve key re-
16 sults, such as full-service community schools, com-
17 munity-based, integrated student services, and re-
18 lated approaches that meet the comprehensive needs
19 of youth.

20 **SEC. 3. DEFINITIONS.**

21 In this Act:

22 (1) **CHRONICALLY ABSENT.**—The term “chron-
23 ically absent” means missing—

24 (A) 20 school days in an academic year; or

1 (B) 10 percent of the school days in such
2 academic year.

3 (2) COMMUNITY-BASED, INTEGRATED STUDENT
4 SERVICES.—The term “community-based, integrated
5 student services” means interventions, coordinated
6 through a single point of contact, that improve stu-
7 dent achievement by connecting community re-
8 sources with the academic and social service needs
9 of students.

10 (3) COMMUNITY ENGAGEMENT IN THE ACA-
11 DEMIC AND DEVELOPMENTAL NEEDS OF YOUTH.—

12 (A) IN GENERAL.—The term “community
13 engagement in the academic and developmental
14 needs of youth” means systematic efforts to in-
15 volve, engage, and collaborate with parents,
16 community residents, members of school com-
17 munities, community partners, and other stake-
18 holders in exploring the needs of their students
19 and schools, developing plans to address those
20 needs, and working together to address those
21 needs.

22 (B) INCLUSIONS.—The term includes ef-
23 fective community engagement in an ongoing
24 process to—

- 1 (i) develop a welcoming school and
- 2 school system;
- 3 (ii) mobilize the community's assets to
- 4 support student achievement and growth;
- 5 (iii) engage those individuals and
- 6 stakeholders who traditionally have not
- 7 participated;
- 8 (iv) improve working relationships;
- 9 and
- 10 (v) deepen the commitment to student
- 11 success.

12 (4) FAMILY ENGAGEMENT IN THE ACADEMIC
 13 AND DEVELOPMENTAL NEEDS OF YOUTH.—The
 14 term “family engagement in the academic and devel-
 15 opmental needs of youth” means a shared responsi-
 16 bility of families and schools for student success, in
 17 which schools and community-based organizations
 18 are committed to reaching out to engage families in
 19 meaningful ways that encourage the families to ac-
 20 tively support the learning and development of their
 21 children, as well as the learning and development of
 22 other youth. The shared responsibility is continuous
 23 from birth through young adulthood and reinforces
 24 learning that takes place in the home, school, and
 25 community.

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

(A) participates in a community-based effort to coordinate educational, developmental, family, health, and other comprehensive services through community-based organizations and specialized instructional support personnel employed by the school or the local educational agency, and public and private partnerships; and

(B) provides access to such services to students, families, and the community, such as access during the school year (including before- and after-school hours) and during the summer.

(6) INSTITUTION OF HIGHER EDUCATION.—The term “institution of higher education” has the meaning given the term in section 101 of the Higher Education Act of 1965 (20 U.S.C. 1001).

(7) LOCAL CONSORTIUM.—The term “local consortium” means a consortium consisting of community representatives that—

(A) shall include—

(i) a local educational agency; and

1 (ii) not less than 1 other community
2 partner that is independent of the local
3 educational agency;

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

6 (i) a community-based organization;

7 (ii) a youth-serving organization or
8 agency;

9 (iii) an institution of higher education;

10 (iv) a foundation;

11 (v) a business;

12 (vi) a teacher organization;

13 (vii) an organization representing edu-
14 cation professionals;

15 (viii) a local government, including a
16 local government agency serving youth,
17 such as a child or youth welfare or juvenile
18 justice agency;

19 (ix) an organization representing stu-
20 dents; and

21 (x) an organization representing par-
22 ents; and

23 (C) may include representatives from mul-
24 tiple jurisdictions.

1 (8) LOCAL EDUCATIONAL AGENCY.—The term
2 “local educational agency” has the meaning given
3 the term in section 9101 of the Elementary and Sec-
4 ondary Education Act of 1965 (20 U.S.C. 7801).

5 (9) OUTLYING AREA.—The term “outlying
6 area” has the meaning given the term in section
7 9101 of the Elementary and Secondary Education
8 Act of 1965 (20 U.S.C. 7801).

9 (10) SECRETARY.—The term “Secretary”
10 means the Secretary of Education.

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

22 (12) SPECIALIZED INSTRUCTIONAL SUPPORT
23 SERVICES.—The term “specialized instructional sup-
24 port services” means the services provided by spe-
25 cialized instructional support personnel, and includes

1 any other corrective or supportive services to meet
2 student needs.

3 (13) STATE.—The term “State” means each of
4 the several States of the United States, the District
5 of Columbia, and the Commonwealth of Puerto Rico.

6 (14) YOUTH.—The term “youth” means an in-
7 dividual from birth through the transition to adult-
8 hood.

9 **SEC. 4. PROGRAM AUTHORIZED; ALLOTMENT TO STATES.**

10 (a) FORMULA GRANTS AUTHORIZED.—

11 (1) IN GENERAL.—The Secretary is authorized
12 to award grants, from allotments under subsection
13 (c), to States having applications approved under
14 section 6(b) to enable the States to award subgrants
15 to local consortia to leverage and integrate human
16 and financial assets at all levels in order to—

17 (A) ensure the academic, physical, social,
18 emotional, and civic development of disadvan-
19 tagged youth; and

20 (B) strengthen the families and commu-
21 nities of disadvantaged youth and achieve the
22 targets and goals developed pursuant to section
23 5(c)(1).

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

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

3 (b) RESERVATION.—From the funds appropriated
4 under section 12 for any fiscal year, the Secretary shall
5 reserve—

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

9 (A) providing training and training tech-
10 nical assistance to local consortia and organiza-
11 tions partnering with local consortia to carry
12 out services under this Act; or

13 (B) conducting the national evaluation
14 pursuant to section 11(a)(3); and

15 (2) not more than 1 percent for payments to
16 the outlying areas and the Bureau of Indian Edu-
17 cation, to be allotted in accordance with their respec-
18 tive needs for assistance under this Act, as deter-
19 mined by the Secretary, to enable the outlying areas
20 and the Bureau of Indian Education to carry out
21 the purposes of this Act.

22 (c) STATE ALLOTMENTS.—

23 (1) DETERMINATION.—From the funds appro-
24 priated under section 12 for any fiscal year and not
25 reserved under subsection (b), the Secretary shall

1 allot to each State that submits an approved applica-
2 tion under section 6(b) for the fiscal year an amount
3 that bears the same relationship to such funds as
4 the amount the State received under subpart 2 of
5 part A of title I of the Elementary and Secondary
6 Education Act of 1965 (20 U.S.C. 6331 et seq.) for
7 the preceding fiscal year bears to the amount all
8 States that submitted approved applications received
9 under that subpart for the preceding fiscal year, ex-
10 cept that no State shall receive less than an amount
11 equal to one-half of 1 percent of such funds.

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

17 **SEC. 5. STATE YOUTH STRATEGY.**

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

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

24 (1) shall be developed by the Governor of the
25 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 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) Youth are ready for school.

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

20 (C) Students are not chronically absent.

21 (D) Students are physically, mentally, so-
22 cially, and emotionally healthy.

23 (E) Schools and neighborhoods are safe
24 and provide a positive climate for learning.

1 (F) Families and communities are engaged
2 in the education of their youth as equal part-
3 ners.

4 (G) Graduates are ready for postsecondary
5 education at institutions of higher education
6 and 21st century careers.

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

9 (2) NEEDS AND ASSETS ASSESSMENT.—The
10 State strategy shall contain an assessment of the
11 needs of youth, 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 YOUTH PLAN.—The State strategy
17 shall include a description of the State's plan to
18 achieve the goals described in paragraph (1) for
19 youth, including the following:

20 (A) LEVERAGE AND INTEGRATION.—A de-
21 scription of how funds received under this Act
22 will be coordinated and integrated with other
23 Federal and State funds in order to achieve the
24 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 ACA-
10 DEMIC AND DEVELOPMENTAL NEEDS OF
11 YOUTH.—A description of the State’s plan to
12 increase community engagement in the aca-
13 demic and developmental needs of youth.

14 (D) FAMILY ENGAGEMENT IN ACADEMIC
15 AND DEVELOPMENTAL NEEDS OF YOUTH.—A
16 description of the State’s plan to increase fam-
17 ily engagement in the academic and develop-
18 mental needs of youth.

19 (d) EXISTING PLANS, STRATEGIES, AND ASSESS-
20 MENTS.—Existing plans, strategies, needs assessments, or
21 assets assessments, as of the date of the development and
22 implementation of the State strategy, may be used to sat-
23 isfy the requirements of this section if such existing plans,
24 strategies, needs assessments, or assets assessments in-
25 clude the information required by this section, or can be

1 modified to do so, and are submitted to the Secretary with
2 such modifications.

3 **SEC. 6. COORDINATING BODY; STATE APPLICATIONS.**

4 (a) COORDINATING BODY.—

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

10 (A) administer funds provided under this
11 Act;

12 (B) facilitate communication between the
13 public and the Governor pertaining to issues
14 impacting youth, including issues pertaining to
15 service coordination and integration;

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

21 (D) strengthen the capacity of State and
22 local organizations to achieve positive outcomes
23 for youth through training, technical assistance,
24 professional development, and other means;

1 (E) assist the Governor in developing and
 2 carrying out the State strategy; and

3 (F) coordinate the submission of the State
 4 application under subsection (b).

5 (2) DESIGNATION OF COORDINATING BODY.—

6 The Governor may designate an existing (as of the
 7 date of the determination of eligibility for a grant
 8 under this Act) agency, Children’s Cabinet, pre-
 9 kindergarten through grade 20 (P–20) council,
 10 youth development partnership, or other organiza-
 11 tion as the coordinating body for student learning
 12 and development described in paragraph (1) if the
 13 agency, cabinet, council, partnership, or organiza-
 14 tion—

15 (A) performs duties similar to the duties
 16 described in paragraph (1); or

17 (B) if the duties of the agency, cabinet,
 18 council, partnership, or organization can be
 19 modified to include the duties described in
 20 paragraph (1).

21 (b) STATE APPLICATION.—

22 (1) IN GENERAL.—Each State desiring a grant
 23 under this Act shall submit to the Secretary an ap-
 24 plication at such time, in such manner, and con-

1 taining such information as the Secretary may re-
2 quire.

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

5 (A) STATE STRATEGY.—A description of
6 how the State will develop the State strategy.

7 (B) GRANTS TO LOCAL CONSORTIA.—A de-
8 scription of how subgrants to local consortia
9 will be awarded pursuant to subsections (b) and
10 (c) of section 7 and how the subgrants will fa-
11 cilitate community planning and effective serv-
12 ice coordination, integration, and provision at
13 the local level to achieve the goals developed by
14 the State pursuant to section 5(c)(1) within the
15 context of local needs and priorities.

16 (C) CAPACITY-BUILDING.—A description of
17 how grant funds received under this Act will be
18 used to build State and local capacity through
19 training, technical assistance, and professional
20 development.

21 (D) ACCOUNTABILITY FOR RESULTS.—A
22 description of the State's plans to adhere to the
23 accountability and transparency requirements
24 described in section 11(b).

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

6 **SEC. 7. STATE USE OF FUNDS.**

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

9 (1) the State shall use not less than 95 percent
10 to award subgrants to local consortia under sub-
11 section (b) or (c);

12 (2) the State may use not less than 3 percent
13 for evaluation and capacity-building activities under
14 this Act, including training, technical assistance, and
15 professional development; and

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

19 (b) SUBGRANTS TO LOCAL CONSORTIA.—

20 (1) IN GENERAL.—A State that receives a
21 grant under this Act shall use the portion of the
22 grant funds described in subsection (a)(1) to award
23 subgrants to local consortia to enable the local con-
24 sortia to carry out the activities described in section
25 9.

1 (2) DURATION OF GRANT.—Each subgrant
 2 awarded under this subsection shall be for a period
 3 of 5 years and shall be renewable based on progress
 4 toward achieving the targets and goals developed
 5 pursuant to section 8(b)(2)(A).

6 (c) PLANNING SUBGRANTS.—

7 (1) IN GENERAL.—Notwithstanding subsection
 8 (b), a State that receives a grant under this Act may
 9 use a portion of the grant funds described in sub-
 10 section (a)(1) to award planning subgrants to local
 11 consortia to enable the local consortia to develop the
 12 local strategy described in section 8(b).

13 (2) DURATION.—Each planning subgrant under
 14 this subsection shall be for a duration of—

15 (A) not more than 6 months and in an
 16 amount of not more than \$50,000; or

17 (B) not more than 1 year and in an
 18 amount of not more than \$100,000.

19 (d) PRIORITY.—In awarding subgrants to local con-
 20 sortia under this section, a State shall give priority to ap-
 21 plications from local consortia that propose—

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

1 (2) to provide a comprehensive continuum of
 2 services, including not less than 1 service from each
 3 of not less than 3 categories of services described in
 4 paragraphs (3) through (11) of section 9(b), which
 5 proposal—

6 (A) shall be submitted by a local consor-
 7 tium comprised of a broad representation of
 8 stakeholders and decisionmakers in the commu-
 9 nity, including a multitude of community part-
 10 ners described in section 3(7)(B); or

11 (B) shall demonstrate the local consor-
 12 tium's capacity for successful implementation
 13 through a history of successful collaboration
 14 and effectiveness in strengthening outcomes for
 15 youth.

16 (e) ALLOCATION TO RURAL AREAS.—

17 (1) IN GENERAL.—A State that receives grant
 18 funding under this Act for a fiscal year shall use the
 19 grant funds to award an amount, in the aggregate,
 20 of subgrant funding under section 7 to rural local
 21 consortia in the State that is not less than the
 22 amount that bears the same relation to the amount
 23 of the grant funding as the amount received by local
 24 educational agencies serving rural local consortia in
 25 the State under subpart 2 of part A of title I of the

1 Elementary and Secondary Education Act of 1965
 2 (20 U.S.C. 6331 et seq.) for the preceding fiscal
 3 year bears to the amount received by the State
 4 under such subpart for the preceding fiscal year.

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

9 (f) SUPPLEMENT, NOT SUPPLANT.—A State that re-
 10 ceives a grant under this Act shall use the grant funds
 11 to supplement, not supplant, Federal and non-Federal
 12 funds available to support youth services.

13 **SEC. 8. LOCAL CONSORTIUM APPLICATION; LOCAL YOUTH**
 14 **STRATEGY.**

15 (a) LOCAL CONSORTIUM APPLICATION.—

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

21 (2) CONTENTS.—An application submitted
 22 under this section shall include—

23 (A) a description of the local consortium,
 24 including which public or nonprofit entity par-

icipating in the local consortium shall serve as
the fiscal agent for the local consortium;

(B)(i) in the case of an application for a
subgrant under section 7(b), the local strategy
described in subsection (b); or

(ii) in the case of an application for a
subgrant under section 7(c), a proposal regard-
ing how the local consortium will develop such
local strategy; and

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

(b) LOCAL YOUTH STRATEGY.—

(1) IN GENERAL.—The local strategy—

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

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

(C) may include such other components as
the local consortium determines necessary to
strengthen outcomes for youth.

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

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

- 11 (i) Youth are ready for school.
- 12 (ii) Students are engaged and achiev-
 13 ing in school.
- 14 (iii) Students are not chronically ab-
 15 sent.
- 16 (iv) Students are physically, mentally,
 17 socially, and emotionally healthy.
- 18 (v) Schools and neighborhoods are
 19 safe and provide a positive climate for
 20 learning.
- 21 (vi) Families and communities are
 22 supportive and engaged in their children's
 23 education.

1 (vii) Graduates are ready for postsec-
2 ondary education at institutions of higher
3 education and 21st century careers.

4 (viii) Students are contributing to
5 their communities.

6 (B) ASSETS ASSESSMENT.—An assessment
7 of potential resources, services, and opportuni-
8 ties available within or near the community that
9 youth, their families, and resources in the com-
10 munity may be able to access in order to meet
11 the needs identified under subparagraph (C), to
12 help achieve the goals and indicators under sub-
13 paragraph (A), and to support students to
14 achieve the challenging State student academic
15 achievement standards adopted under section
16 1111(b) of the Elementary and Secondary Edu-
17 cation Act of 1965 (20 U.S.C. 9101(b)) or, if
18 applicable, other academic standards authorized
19 by a waiver pursuant to the Secretary’s author-
20 ity under section 9401 of such Act (20 U.S.C.
21 7861). Such assessment should include the vari-
22 ety of services that can be integrated—

- 23 (i) into a community school site; and
24 (ii) through the presence of special-
25 ized instructional support personnel and

1 local educational agency liaisons for home-
2 less children and youth designated pursu-
3 ant to section 722(g)(1)(J)(ii) of the
4 McKinney-Vento Homeless Assistance Act
5 (42 U.S.C. 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, such students' families,
9 and the community that—

10 (i) includes input from students, par-
11 ents, and community members;

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 described in subparagraph
24 (A) based on the aligned quantifiable indicators

developed pursuant to such subparagraph, including—

(i) a description of the services administered by members of the local consortium that are funded through grants provided under the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) that will be coordinated as part of the subgrant provided under section 7(b); and

(ii) if applicable, a description of the coordination among services provided by community-based organizations and services provided by specialized instructional support personnel employed by the school or the local educational agency participating in the local consortium.

(E) COMMUNITY ENGAGEMENT IN ACADEMIC AND DEVELOPMENTAL NEEDS OF YOUTH.—A plan to increase community engagement in the academic and developmental needs of youth.

(F) FAMILY ENGAGEMENT IN ACADEMIC AND DEVELOPMENTAL NEEDS OF YOUTH.—A plan to increase family engagement in the academic and developmental needs of youth.

1 (3) EXISTING PLANS, STRATEGIES, AND AS-
 2 SESSMENTS.—Existing plans, strategies, needs as-
 3 sessments, or assets assessments (as of the date of
 4 the submission of an application under this section)
 5 may be used to satisfy the requirements of this sec-
 6 tion if such existing plans, strategies, needs assess-
 7 ments, or assets assessments include the information
 8 required by this section, or can be modified to do so,
 9 and are submitted to the Secretary with such modi-
 10 fications.

11 **SEC. 9. LOCAL USE OF FUNDS.**

12 (a) MANDATORY USE OF FUNDS.—A local consor-
 13 tium that receives a subgrant under section 7(b) shall use
 14 the subgrant funds—

15 (1) to integrate multiple private and public
 16 services into a comprehensive, coordinated con-
 17 tinuum that meets the holistic needs of youth;

18 (2) to implement the comprehensive, coordi-
 19 nated continuum of services described in paragraph
 20 (1) through research-based services producing quan-
 21 tifiable results that align with the local results
 22 framework described in section 8(b)(2)(A);

23 (3) to address the needs identified in the needs
 24 assessment carried out pursuant to section
 25 8(b)(2)(C) by leveraging the assets identified in the

1 assets assessment carried out pursuant to section
 2 8(b)(2)(B); and

3 (4) if applicable, to coordinate efforts with the
 4 specialized instructional support personnel employed
 5 by the school or the local educational agency partici-
 6 pating in the local consortium.

7 (b) PERMISSIBLE USE OF FUNDS.—A local consor-
 8 tium that receives a subgrant under section 7(b) may use
 9 the subgrant funds to coordinate, integrate, and enhance
 10 existing services, and provide new services, in order to pro-
 11 vide youth with research-based, comprehensive services at,
 12 or that are connected to, schools, including—

13 (1) community-based, integrated student serv-
 14 ices;

15 (2) full-service community schools;

16 (3) high-quality early childhood learning and
 17 development, including—

18 (A) early childhood education;

19 (B) programs under the Head Start Act
 20 (42 U.S.C. 9831 et seq.), including Early Head
 21 Start programs;

22 (C) early literacy programs;

23 (D) child care services;

24 (E) early childhood-school transition serv-
 25 ices;

- 1 (F) home visiting;
- 2 (G) parenting education; and
- 3 (H) services for youth who are young chil-
- 4 dren with special needs;
- 5 (4) academic support services, including—
- 6 (A) tutoring;
- 7 (B) extended day or after-school programs,
- 8 including services provided through 21st Cen-
- 9 tury Community Learning Centers under part
- 10 B of title IV of the Elementary and Secondary
- 11 Education Act of 1965 (20 U.S.C. 7171 et
- 12 seq.);
- 13 (C) academic support services for English
- 14 language learners;
- 15 (D) programs for students and parents to
- 16 learn together, including opportunities in such
- 17 fields as technology, art, music, and language
- 18 acquisition;
- 19 (E) multiple pathways toward attaining a
- 20 high school diploma and preparing students for
- 21 postsecondary education at an institution of
- 22 higher education, including—
- 23 (i) dual enrollment programs;
- 24 (ii) early college high schools;

- 1 (iii) strategies for preventing at-risk
- 2 youth from dropping out of high school;
- 3 (iv) dropout recovery strategies, in-
- 4 cluding strategies that award credit based
- 5 on student performance instead of instruc-
- 6 tional time; and
- 7 (v) other activities that combine rig-
- 8 orous coursework, personalized learning
- 9 environments, practical applications, and
- 10 comprehensive support services;
- 11 (F) summer enrichment and learning expe-
- 12 riences; and
- 13 (G) services for students with disabilities;
- 14 (5) health services, including—
- 15 (A) primary health care;
- 16 (B) dental care;
- 17 (C) vision care;
- 18 (D) hearing care;
- 19 (E) mental health services;
- 20 (F) nutrition services;
- 21 (G) health education; and
- 22 (H) developmental and habilitation services
- 23 for youth with special needs;
- 24 (6) youth development, including—

1 (A) mentoring and other youth develop-
 2 ment programs, including programs that engage
 3 older adults;

4 (B) recreation and physical education;

5 (C) service learning, civic education, lead-
 6 ership development, entrepreneurship, and com-
 7 munity service opportunities;

8 (D) job training, career counseling, and in-
 9 ternship opportunities;

10 (E) career and technical education;

11 (F) postsecondary education preparation
 12 and counseling services; and

13 (G) positive behavioral interventions and
 14 supports;

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

17 (A) family support programs, including
 18 housing assistance, counseling, financial edu-
 19 cation, crisis intervention, and related services;

20 (B) programs that provide assistance to
 21 students who have been truant, suspended, or
 22 expelled;

23 (C) programs or efforts intended to iden-
 24 tify older youth without a high school diploma

1 and reengage the youth in school in order to at-
 2 tain a high school diploma;

3 (D) strategies that engage older adults as
 4 resources to students and families;

5 (E) services for homeless students, foster
 6 youth, students previously under the custody of
 7 a juvenile justice system, or students who are
 8 pregnant or parenting; and

9 (F) access to, and training on, digital
 10 learning, defined for purposes of this paragraph
 11 as instructional practices that—

12 (i) effectively use technology to
 13 strengthen the student learning experience;
 14 and

15 (ii) may include online and formative
 16 assessments, instructional resources, online
 17 content and courses, application of tech-
 18 nology in the classroom and school build-
 19 ing, adaptive software for students with
 20 special needs, learning platforms, or online
 21 professional communities of practice;

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

24 (A) programs that promote family literacy;

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

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

6 (D) citizenship preparation for individuals
7 choosing to become United States citizens;

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

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

12 (B) tribal youth programs;

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

15 (11) service coordination staffing that ensures
16 youth receive comprehensive services to meet the ho-
17 listic needs of the youth;

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

22 (13) subgrants to nonprofit and other organiza-
23 tions to implement the requirements and allowable
24 services under this section;

1 (14) reasonable program administration and
 2 planning associated with the activities required
 3 under this section; and

4 (15) other services consistent with this section.

5 **SEC. 10. CONSTRUCTION.**

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

13 **SEC. 11. ACCOUNTABILITY AND TRANSPARENCY.**

14 (a) **FEDERAL ACCOUNTABILITY AND TRANS-**
 15 **PARENCY.—**

16 (1) **ANNUAL REPORT.**—On an annual basis, the
 17 Secretary shall report to the public, Congress, and
 18 the President—

19 (A) the collective progress made by—

20 (i) States in achieving the goals estab-
 21 lished within the State results frameworks
 22 described in section 5(c)(1); and

23 (ii) communities in achieving the goals
 24 established within the local results frame-
 25 works pursuant to section 8(b)(2)(A);

1 (B) how funds under this Act were used by
2 States and local consortia to improve the lives
3 of youth and families, including—

4 (i) the characteristics of the youth
5 and families served by the activities and
6 services assisted under this Act;

7 (ii) the services and supports provided
8 under this Act; and

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

11 (C) actions taken pursuant to paragraph
12 (2) regarding misuse or ineffective use of funds;
13 and

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

16 (2) CORRECTION OF DEFICIENCIES.—If the
17 Secretary determines, based on a review of State an-
18 nual reports, State strategies, State data submis-
19 sions, evaluations, or other documentation, that a
20 State or entity that receives funds through a grant
21 made under this Act makes insufficient progress to-
22 ward achieving the goals established within the State
23 results framework pursuant to section 5(c)(1) within
24 3 years of receiving a grant under section 4(a), or
25 is misusing, ineffectively using, or otherwise not

1 complying with the requirements of this Act, the
2 Secretary shall—

3 (A) notify the State of the deficiencies that
4 require correction and request that the State
5 submit a plan to correct the deficiencies;

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

11 (C) in the case of a State that fails to sub-
12 mit or negotiate a plan to correct the defi-
13 ciencies or fails to make substantial efforts,
14 within 6 months after the date of the notifica-
15 tion described in subparagraph (A), to correct
16 the deficiencies and comply with the require-
17 ments of this Act—

18 (i) terminate the provision of funds
19 under this Act to the State or entity for
20 the remainder of the period of the grant or
21 contract; and

22 (ii) redistribute the terminated fund-
23 ing in the manner described in section
24 4(c).

25 (3) INDEPENDENT ONGOING EVALUATION.—

1 (A) IN GENERAL.—The Secretary shall
2 carry out an ongoing evaluation of the activities
3 conducted under this Act and shall submit the
4 evaluation results to Congress and the public in
5 April of 2016 and in July of 2018.

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

19 (C) EVALUATION OUTCOMES.—

20 (i) IN GENERAL.—The evaluation re-
21 quired under this paragraph shall measure
22 the process of developing and imple-
23 menting effective partnerships among
24 schools, school districts, families, students,
25 and community partners, as well as the im-

1 pact of activities conducted under this Act,
2 which may include impacts on the fol-
3 lowing outcomes:

4 (I) Student achievement as meas-
5 ured by assessment data, classroom
6 grades, and other means of measuring
7 student performance.

8 (II) Graduation rates.

9 (III) School readiness.

10 (IV) Numbers of detentions, sus-
11 pensions, and expulsions.

12 (V) Enrollment in postsecondary
13 education.

14 (VI) The degree of communica-
15 tion between schools and families.

16 (VII) The degree of parental par-
17 ticipation in school activities.

18 (VIII) Student health, including
19 mental health and risk factors at
20 birth.

21 (IX) Student civic participation.

22 (X) Attendance.

23 (XI) The number of students and
24 families receiving services.

1 (XII) Other outcome areas as de-
 2 termined by the Secretary in consulta-
 3 tion with State educational agencies,
 4 local educational agencies, teacher or-
 5 ganizations, secondary students, and
 6 nonprofit organizations providing
 7 services to youth.

8 (ii) DISAGGREGATION.—The outcomes
 9 described in clause (i) shall be reported in
 10 the aggregate and disaggregated by—

11 (I) each of the categories de-
 12 scribed in section 1111(b)(2)(C)(v)(II)
 13 of the Elementary and Secondary
 14 Education Act of 1965 (20 U.S.C.
 15 6311(b)(2)(C)(v)(II));

16 (II) gender; and

17 (III) family income level.

18 (b) STATE ACCOUNTABILITY AND TRANSPARENCY.—

19 (1) ANNUAL REPORT.—On an annual basis,
 20 each State receiving a grant under this Act shall re-
 21 port to the public and the Secretary such informa-
 22 tion as the Secretary may reasonably require, includ-
 23 ing—

24 (A) progress made toward achieving—

1 (i) the goals established within the
2 State results framework pursuant to sec-
3 tion 5(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 8(b)(2)(A);

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

12 (i) the characteristics of the youth
13 and families served by the activities and
14 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 5(c)(1);

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

6 (F) the efficiency and adequacy of State
7 and local programs and policies with respect to
8 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 8(b)(2)(A) within 3 years of re-
22 ceiving a subgrant under section 7(b), or is mis-
23 using, ineffectively using, or otherwise not complying
24 with 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 youth in such
22 State in accordance with this Act.

23 (c) LOCAL ACCOUNTABILITY AND TRANSPARENCY.—
24 On an annual basis, each local consortium receiving a
25 subgrant under this Act shall report to the public and the

1 State such information as the State may reasonably re-
2 quire, including—

3 (1) progress made toward achieving the goals
4 established within the local results framework pursu-
5 ant to section 8(b)(2)(A) in the aggregate and
6 disaggregated in the same manner as information is
7 disaggregated under subsection (a)(3)(C)(ii);

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

12 (A) the characteristics of the youth and
13 families served by the activities and services as-
14 sisted under this Act;

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

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

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

21 (4) the extent of coordination between local
22 agencies and organizations providing services to
23 achieve the goals within the local results framework
24 pursuant to section 8(b)(2)(A); and

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

3 **SEC. 12. AUTHORIZATION OF APPROPRIATIONS.**

4 There are authorized to be appropriated to carry out
5 this Act \$200,000,000 for each of fiscal years 2015
6 through 2019.

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