

114TH CONGRESS
1ST SESSION

H. R. 2882

To support Promise Neighborhoods.

IN THE HOUSE OF REPRESENTATIVES

JUNE 24, 2015

Mr. PAYNE (for himself, Mr. CONYERS, Mr. DANNY K. DAVIS of Illinois, Ms. NORTON, Ms. BROWN of Florida, Mr. CUMMINGS, Mr. RANGEL, Mr. RICHMOND, Mrs. WATSON COLEMAN, Mr. PASCRELL, Mr. MCGOVERN, Mr. TAKANO, Ms. FUDGE, Ms. WILSON of Florida, Ms. PLASKETT, Mr. MEEKS, Ms. LEE, Mr. SCOTT of Virginia, Mr. BUTTERFIELD, Ms. JACKSON LEE, and Ms. CLARKE of New York) introduced the following bill; which was referred to the Committee on Education and the Workforce

A BILL

To support Promise Neighborhoods.

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.**

4 This Act may be cited as the “Promise Neighbor-
5 hoods Act of 2015”.

6 **SEC. 2. FINDINGS.**

7 Congress finds the following:

1 (1) Between 2007 and 2009, the number of
2 children in the United States living in poverty in-
3 creased by 2,200,000, to 15,500,000 children.

4 (2) According to the National Center for Chil-
5 dren in Poverty, the number of poor children under
6 age 6 increased by 24 percent between 2000 and
7 2007. The Center also found that, in Iowa, 20 per-
8 cent of children under age 6 live in poor families.

9 (3) According to the Organization for Economic
10 Co-operation and Development (OECD), in 2008,
11 the United States had a child poverty rate of 20.6
12 percent, making the United States the OECD nation
13 with the fourth worst level of child poverty. Of the
14 4 most developed countries in the world, the United
15 States has the highest rate of child poverty.

16 (4) According to the National Center for Chil-
17 dren in Poverty, at age 4, children who live below
18 the poverty line are 18 months below normal learn-
19 ing and achievement for their age group, and by age
20 10 that gap is still present. For children living in
21 the poorest families, the gap is even larger.

22 (5) Children from low-income families are more
23 likely to have low levels of school engagement, to be
24 chronically absent from school, to have emotional

1 and behavioral problems, and to live in stressful
2 home environments.

3 (6) By age 3, children in low-income homes will
4 have heard one-third as many words as children in
5 middle-income and high-income homes.

6 (7) Studies show that children who attend high-
7 quality early childhood education programs are less
8 likely to repeat grades, less likely to be assigned to
9 special education, and more likely to perform better
10 on standardized tests, experience reduced rates of
11 teenage pregnancy, and graduate from high school.
12 Additionally, such children are less likely to engage
13 in criminal behavior and more likely to obtain em-
14 ployment at higher wages. Economically disadvan-
15 taged children gain even larger benefits from such
16 high-quality programs.

17 (8) Compared with children in kindergarten
18 from low-income families, children in kindergarten
19 from high-income families live in homes with 3 times
20 the number of books and such children are 4 times
21 as likely to have a computer at home. Children from
22 high-income families also watch far less television
23 and are more likely to visit museums or libraries.

24 (9) By the time children from low-income fami-
25 lies enter kindergarten, they are already 3 months

1 behind the national average in reading and mathe-
2 matics skills, a gap that persists through high
3 school.

4 (10) A child from a middle-income family typi-
5 cally enters first grade with about 1,000 hours of
6 one-on-one picture book reading time with parents,
7 other relatives, or teachers, but a child from a low-
8 income family averages less than 100 hours of such
9 reading time.

10 (11) The percentage of households with chil-
11 dren reporting food insecurity (limited or uncertain
12 access to nutritious, safe foods) increased by 25 per-
13 cent between 2007 and 2008. Poor nutrition is
14 linked to behavioral problems, lower educational per-
15 formance, and delayed socio-emotional development.

16 (12) Twenty-nine percent of high-achieving 8th
17 graders from low-income families complete college.
18 This is the same rate of college completion as low-
19 achieving 8th graders from high-income families.

20 (13) About one-fourth of all students who start
21 9th grade will not graduate 4 years later. For Afri-
22 can-American and Latino students, that figure in-
23 creases to 40 percent. A 16- to 24-year-old coming
24 from a high-income family is about 7 times as likely

1 to have completed high school as a 16- to 24-year-
2 old coming from a low-income family.

3 (14) The average annual cost to incarcerate a
4 youth in the United States is approximately
5 \$88,000, while per pupil annual spending for a stu-
6 dent in kindergarten through grade 12 is \$10,000.

7 **SEC. 3. PURPOSE.**

8 The purpose of this Act is to significantly improve
9 academic outcomes, including school readiness, high school
10 graduation, and college entry and success of children liv-
11 ing in our Nation's most distressed neighborhoods, by
12 using data-driven decisionmaking and existing external re-
13 sources to provide children in such neighborhoods with ac-
14 cess to a community-based continuum of high-quality pipe-
15 line services that include access to early learning opportu-
16 nities, high-quality schools, and best available evidence
17 that address the needs of such children from birth through
18 college and career.

19 **SEC. 4. DEFINITIONS.**

20 In this Act:

21 (1) IN GENERAL.—Except as otherwise pro-
22 vided, the terms used in this Act have the meanings
23 given the terms in section 9101 of the Elementary
24 and Secondary Education Act of 1965 (20 U.S.C.
25 7801).

1 (2) CHILD.—The term “child” means an indi-
2 vidual from birth through age 21.

3 (3) COLLEGE AND CAREER READINESS.—The
4 term “college and career readiness” means the level
5 of preparation a student needs in order to—

6 (A) enroll and succeed, without remedi-
7 ation, in credit-bearing courses at an institution
8 of higher education;

9 (B) demonstrate the full range of knowl-
10 edge and perform the full range of workplace
11 skills necessary to succeed and advance in 21st
12 century careers, such as higher-order thinking,
13 collaboration and teamwork, and oral and writ-
14 ten communication skills; and

15 (C) complete a program leading to an in-
16 dustry-recognized credential that prepares grad-
17 uates to obtain employment with family-sus-
18 taining wages and opportunities for advance-
19 ment.

20 (4) COMMUNITY OF PRACTICE.—The term
21 “community of practice” means a group of entities
22 that interact regularly to share best practices to ad-
23 dress one or more persistent problems, or improve
24 practice with respect to such problems, in one or
25 more neighborhoods.

1 (5) EXPANDED LEARNING TIME.—The term
2 “expanded learning time” means using a longer
3 school day, week, or year schedule to significantly
4 increase the total number of school hours to include
5 additional time for—

6 (A) instruction in core academic subjects;

7 (B) instruction in other subjects and en-
8 richment and other activities that contribute to
9 a well-rounded education, including music and
10 the arts, physical education, service-learning,
11 and experiential and work-based learning oppor-
12 tunities (such as community service, learning
13 apprenticeships, internships, and job shad-
14 owing); and

15 (C) instructional and support staff to col-
16 laborate, plan, and engage in professional devel-
17 opment, including on family and community en-
18 gagement, within and across grades and sub-
19 jects.

20 (6) FAMILY AND COMMUNITY ENGAGEMENT.—

21 The term “family and community engagement”
22 means the process of engaging family and commu-
23 nity members in education meaningfully and at all
24 stages of the planning, implementation, and school

1 and neighborhood improvement process, including,
2 at a minimum—

3 (A) disseminating a clear definition of the
4 neighborhood to the members of the neighbor-
5 hood;

6 (B) ensuring representative participation
7 by the members of such neighborhood in the
8 planning and implementation of the activities of
9 each grant awarded under this Act;

10 (C) regular engagement by the eligible en-
11 tity and the partners of the eligible entity with
12 family members and community partners;

13 (D) the provision of strategies and prac-
14 tices to assist family and community members
15 in actively supporting student achievement and
16 child and youth development; and

17 (E) collaboration with institutions of high-
18 er education and employers to align expecta-
19 tions and programming with college and career
20 readiness.

21 (7) FAMILY AND STUDENT SUPPORTS.—The
22 term “family and student supports” includes—

23 (A) health programs (including both men-
24 tal health and physical health services);

1 (B) school-, public-, and child-safety pro-
2 grams;

3 (C) programs that improve family stability;

4 (D) employment programs (including those
5 that meet local business needs, such as intern-
6 ships and externships);

7 (E) social service programs;

8 (F) legal aid programs;

9 (G) financial education programs;

10 (H) adult education and family literacy
11 programs;

12 (I) family and community engagement pro-
13 grams; and

14 (J) programs that increase access to learn-
15 ing technology and enhance the digital literacy
16 skills of students.

17 (8) FAMILY MEMBER.—The term “family mem-
18 ber” means a parent (as defined in section 9101 the
19 Elementary and Secondary Education Act of 1965
20 (20 U.S.C. 7801)), relative, or other adult who is re-
21 sponsible for the education, care, and well-being of
22 a child.

23 (9) INTEGRATED STUDENT SUPPORTS.—The
24 term “integrated student supports” means services,
25 supports, and community resources, which shall be

1 offered through a site coordinator for at-risk stu-
2 dents, that have been shown by evidence-based re-
3 search—

4 (A) to increase academic achievement and
5 engagement;

6 (B) to support positive child and youth de-
7 velopment; and

8 (C) to increase student preparedness for
9 success in college and the workforce.

10 (10) NEIGHBORHOOD.—The term “neighbor-
11 hood” means a defined geographical area in which
12 there are multiple signs of distress, demonstrated by
13 indicators of need, including poverty, childhood obe-
14 sity rates, academic failure, and rates of juvenile de-
15 linquency, adjudication, or incarceration.

16 (11) PIPELINE.—The term “pipeline” means a
17 continuum of supports and services (including pipe-
18 line services, as defined in this Act) for children
19 from birth through college entry, college success,
20 and career attainment.

21 (12) PIPELINE SERVICES.—The term “pipeline
22 services” includes, at a minimum, strategies to ad-
23 dress through services or programs (including inte-
24 grated student supports and wraparound services)
25 the following:

1 (A) Prenatal education and support for ex-
2 pectant parents.

3 (B) High-quality early learning opportuni-
4 ties.

5 (C) High-quality schools and out-of-school-
6 time programs and strategies.

7 (D) Support for a child’s transition to ele-
8 mentary school, between elementary school and
9 middle school, from middle school to high
10 school, and from high school into and through
11 college and into the workforce.

12 (E) Family and community engagement.

13 (F) Family and student supports.

14 (G) Activities that support college and ca-
15 reer readiness, such as—

16 (i) assistance with college admissions,
17 financial aid, and scholarship applications,
18 especially for low-income and low-achieving
19 students; and

20 (ii) career preparation services and
21 supports.

22 (H) Neighborhood-based support for col-
23 lege-age students who have attended the schools
24 in the pipeline, or students who are members of
25 the community, facilitating their continued con-

1 nection to the community and success in college
2 and the workforce.

3 **TITLE I—PROMISE NEIGHBOR-**
4 **HOOD PARTNERSHIP GRANTS**

5 **SEC. 101. PROGRAM AUTHORIZED.**

6 (a) IN GENERAL.—From amounts appropriated
7 under section 204, the Secretary shall award grants, on
8 a competitive basis, to eligible entities to implement a com-
9 prehensive, evidence-based pipeline that engages commu-
10 nity partners to improve academic achievement, student
11 development, and college and career readiness, measured
12 by common outcomes, by carrying out the activities de-
13 scribed in section 104 in neighborhoods with high con-
14 centrations of low-income individuals and persistently low-
15 achieving schools or schools with an achievement gap.

16 (b) DURATION.—

17 (1) IN GENERAL.—Grants awarded under this
18 title shall be for a period of not more than 5 years.

19 (2) RENEWAL.—The Secretary may renew
20 grants under this title for an additional period of not
21 more than 5 years, if an eligible entity demonstrates
22 significant success in—

23 (A) ensuring school readiness, including
24 success in early learning;

1 (B) improving academic outcomes, includ-
2 ing academic achievement and graduation rates;

3 (C) increasing college and career readiness,
4 including rates of enrollment in institutions of
5 higher education; and

6 (D) improving the health, mental health,
7 and social and emotional well-being of children.

8 (c) CONTINUED FUNDING.—Continued funding after
9 the third year of the grant period shall be contingent on
10 the eligible entity's progress toward meeting the perform-
11 ance metrics described in section 106(a).

12 (d) MATCHING REQUIREMENT.—

13 (1) IN GENERAL.—Each eligible entity receiving
14 a grant under this title shall contribute matching
15 funds in an amount equal to not less than 100 per-
16 cent of the amount of the grant.

17 (2) PRIVATE FUNDS.—A portion of such funds
18 shall come from private, nongovernmental sources as
19 follows:

20 (A) An eligible entity that includes a local
21 educational agency eligible to receive funding
22 under subpart 1 or 2 of part B of title VI of
23 the Elementary and Secondary Education Act
24 of 1965 (20 U.S.C. 7341 et seq.)—

1 (i) shall contribute not less than 10
2 percent of the amount of the grant from
3 private, nongovernmental sources; and

4 (ii) shall increase this portion gradu-
5 ally over the life of the grant until it
6 equals or exceeds 15 percent of the amount
7 of the grant.

8 (B) An eligible entity that includes an In-
9 dian tribe or tribal organization, as defined
10 under section 4 of the Indian Self-Determina-
11 tion and Education Assistance Act (25 U.S.C.
12 450b)—

13 (i) shall contribute not less than 10
14 percent of the amount of the grant from
15 private, nongovernmental sources; and

16 (ii) shall increase this portion gradu-
17 ally over the life of the grant until it
18 equals or exceeds 15 percent of the amount
19 of the grant.

20 (C) An eligible entity not described in sub-
21 paragraph (A) or (B)—

22 (i) shall contribute not less than 10
23 percent of the amount of the grant from
24 private, nongovernmental sources; and

1 (ii) shall increase this portion gradu-
2 ally over the life of the grant until it
3 equals or exceeds 25 percent of the amount
4 of the grant.

5 (e) FINANCIAL HARDSHIP WAIVER.—The Secretary
6 may waive or reduce the matching requirement described
7 in subsection (d) if the eligible entity demonstrates a need
8 due to significant financial hardship.

9 **SEC. 102. ELIGIBLE ENTITIES.**

10 In this title, the term “eligible entity” means a non-
11 profit entity acting as the lead applicant for a grant under
12 this title in partnership with a local educational agency.
13 Such partnership may also include any of the following
14 entities:

15 (1) An institution of higher education, as de-
16 fined in section 102 of the Higher Education Act of
17 1965 (20 U.S.C. 1002).

18 (2) The office of a chief elected official of a unit
19 of local government.

20 (3) An Indian tribe or tribal organization, as
21 defined under section 4 of the Indian Self-Deter-
22 mination and Education Assistance Act (25 U.S.C.
23 450b).

1 **SEC. 103. APPLICATION REQUIREMENTS.**

2 (a) IN GENERAL.—To be eligible to receive a grant
3 under this title, an eligible entity shall submit an applica-
4 tion to the Secretary at such time, in such manner, and
5 containing such information as the Secretary may require.

6 (b) CONTENTS OF APPLICATION.—At a minimum, an
7 application described in subsection (a) shall include the
8 following:

9 (1) A description of a plan to significantly im-
10 prove the academic outcomes of children living in an
11 identified neighborhood by providing a pipeline that
12 addresses the neighborhood’s needs, as identified by
13 the needs analysis described in paragraph (4) and
14 supported by evidence-based practices.

15 (2) A description of the neighborhood that the
16 eligible entity will serve.

17 (3) Measurable annual goals for the outcomes
18 of the grant, including—

19 (A) performance goals, in accordance with
20 the metrics described in section 106(a), for
21 each year of the grant; and

22 (B) projected participation rates and any
23 plans to expand the number of children served
24 or the neighborhood proposed to be served by
25 the grant program.

1 (4) An analysis of the needs and assets of the
2 neighborhood identified in paragraph (2), includ-
3 ing—

4 (A) a description of the process through
5 which the needs analysis was produced, includ-
6 ing a description of how family and community
7 members were engaged in such analysis;

8 (B) an analysis of community assets with-
9 in, or accessible to, the neighborhood, including,
10 at a minimum—

11 (i) early learning programs, including
12 high-quality child care, Early Head Start
13 programs, Head Start programs, and pre-
14 kindergarten programs;

15 (ii) the availability of healthy food op-
16 tions and opportunities for physical activ-
17 ity;

18 (iii) existing family and student sup-
19 ports;

20 (iv) locally owned businesses and em-
21 ployers; and

22 (v) institutions of higher education;

23 (C) evidence of successful direct services
24 and collaboration within the neighborhood;

1 (D) the steps that the eligible entity is tak-
2 ing, at the time of the application, to meet the
3 needs identified in the needs analysis; and

4 (E) any barriers the eligible entity, public
5 agencies, and other community-based organiza-
6 tions have faced in meeting such needs.

7 (5) A description of the data and evidence base
8 used to identify the pipeline services to be provided,
9 including data regarding—

10 (A) school readiness;

11 (B) academic achievement and college and
12 career readiness;

13 (C) secondary school graduation rates;

14 (D) health indicators, such as rates of
15 childhood obesity or other health and develop-
16 mental risk factors;

17 (E) college enrollment, persistence, and
18 completion rates; and

19 (F) conditions for learning, including
20 school climate surveys, discipline rates, and stu-
21 dent attendance and incident data.

22 (6) A description of the process used to develop
23 the application, including the involvement of family
24 and community members.

25 (7) An estimate of—

1 (A) the number of children, by age, who
2 will be served by each pipeline service over time;
3 and

4 (B) for each age group, the percentage of
5 children (of such age group), within the neigh-
6 borhood, who the eligible entity proposes to
7 serve, disaggregated by each service, and the
8 goals for increasing such percentage over time.

9 (8) A description of how the pipeline services
10 will include the following activities:

11 (A) Providing high-quality early learning
12 opportunities for children, beginning prenatally
13 and extending through grade 3, by—

14 (i) establishing or supporting high-
15 quality early learning opportunities that
16 provide children with full-day, full-year ac-
17 cess to programs that support the cognitive
18 and developmental skills, including social
19 and emotional skills, needed for success in
20 elementary school;

21 (ii) providing for opportunities,
22 through parenting classes, baby academies,
23 home visits, or other evidence-based strate-
24 gies, for families and expectant parents
25 to—

1 (I) acquire the skills to promote
2 early learning, development, and
3 health and safety, including learning
4 about child development and positive
5 discipline strategies (such as through
6 the use of technology and public
7 media programming);

8 (II) learn about the role of fami-
9 lies and expectant parents in their
10 child's education; and

11 (III) become informed about edu-
12 cational opportunities for their chil-
13 dren, including differences in quality
14 among early learning opportunities;

15 (iii) ensuring successful transitions
16 between early learning programs and ele-
17 mentary school, including through the es-
18 tablishment of memoranda of under-
19 standing between early learning providers
20 and local educational agencies serving
21 young children and families;

22 (iv) ensuring appropriate screening,
23 diagnostic assessments, and referrals for
24 children with disabilities, developmental
25 delays, or other special needs;

(v) improving the early learning workforce in the community, including through—

(I) investments in the recruitment, retention, distribution, and support of high-quality professionals, especially those with certification and experience in child development;

(II) the provision of high-quality teacher preparation and professional development;

(III) the use of joint professional development for early learning providers and elementary school teachers and administrators; or

(IV) efforts to increase the pay and benefits of early learning professionals; and

(vi) enhancing data systems and data sharing among the eligible entity, partners, early learning providers, schools, and local educational agencies operating in the neighborhood.

(B) Supporting, enhancing, operating, or expanding ambitious, rigorous, and comprehen-

sive education reforms designed to significantly improve educational outcomes for children and youth in early learning programs through grade 12, which may include—

(i) operating schools or working in close collaboration with local schools to provide high-quality academic programs, curricula, and integrated student supports;

(ii) the provision of expanded learning time; and

(iii) the provision of programs and activities that ensure that students—

(I) are prepared for the college admissions, scholarship, and financial aid application processes; and

(II) graduate college and career ready.

(C) Supporting access to a healthy lifestyle, which may include—

(i) the provision of high-quality and nutritious meals;

(ii) access to programs that promote physical activity, physical education, and fitness; and

1 (iii) education to promote a healthy
2 lifestyle and positive body image.

3 (D) Providing social, health, and mental
4 health services and supports, including referrals
5 for essential care and preventative screenings,
6 for children, family, and community members,
7 which may include—

8 (i) dental services;

9 (ii) vision care; and

10 (iii) oral and auditory screenings and
11 referrals.

12 (E) Supporting students and family mem-
13 bers as they transition from early learning pro-
14 grams into elementary school, from elementary
15 school to middle school, from middle school to
16 high school, from high school into and through
17 college and into the workforce, including
18 through specialized resources to address chal-
19 lenges that students may face as they transi-
20 tion, such as the following:

21 (i) Early college high schools.

22 (ii) Dual enrollment programs.

23 (iii) Career academies.

24 (iv) Counseling and support services.

1 (v) Dropout prevention and recovery
2 strategies.

3 (vi) Collaboration with the juvenile
4 justice system and reentry counseling for
5 adjudicated youth.

6 (vii) Advanced Placement (AP) or
7 International Baccalaureate (IB) pro-
8 grams.

9 (viii) Teen parent classrooms.

10 (ix) Graduation and career coaches.

11 (9) A description of the strategies that will be
12 used to provide pipeline services (including a de-
13 scription of the process used to identify such strate-
14 gies and the outcomes expected, and a description of
15 which programs and services will be provided to chil-
16 dren, family members, community members, and
17 children not attending schools or programs operated
18 by the eligible entity or its partner providers) to sup-
19 port the purpose of this Act.

20 (10) An explanation of the process the eligible
21 entity will use to establish and maintain family and
22 community engagement.

23 (11) An explanation of how the eligible entity
24 will continuously evaluate and improve the pipeline,
25 including—

1 (A) a description of the metrics, consistent
2 with section 106(a), that will be used to inform
3 each component of the pipeline; and

4 (B) the processes for using data to im-
5 prove instruction, optimize integrated student
6 supports, provide for continuous program im-
7 provement, and hold staff and partner organiza-
8 tions accountable.

9 (12) An identification of the fiscal agent, which
10 may be any entity described in section 102.

11 (13) A list of Federal and non-Federal sources
12 of funding that the eligible entity will secure to com-
13 ply with the matching-funds requirement described
14 in section 101(d), including other programs funded
15 by the Department of Education, or programs in the
16 Department of Health and Human Services, the De-
17 partment of Housing and Urban Development, the
18 Department of Justice, or the Department of Labor.

19 (c) MEMORANDUM OF UNDERSTANDING.—An eligible
20 entity, as part of the application described in this section,
21 shall submit a preliminary memorandum of under-
22 standing, signed by each partner entity or agency. The
23 preliminary memorandum of understanding shall describe,
24 at a minimum—

1 (1) each partner’s financial and programmatic
2 commitment with respect to the strategies described
3 in the application, including an identification of the
4 fiscal agent;

5 (2) each partner’s long-term commitment to
6 providing pipeline services that, at a minimum, ac-
7 counts for the cost of supporting the pipeline (in-
8 cluding after grant funds are no longer available)
9 and potential changes in local government;

10 (3) each partner’s mission and plan that will
11 govern the work that partners do together;

12 (4) each partner’s long-term commitment to
13 supporting the pipeline through data collection, mon-
14 itoring, reporting, and sharing; and

15 (5) each partner’s commitment to ensure sound
16 fiscal management and controls, including evidence
17 of a system of supports and personnel.

18 **SEC. 104. USE OF FUNDS.**

19 (a) IN GENERAL.—Each eligible entity that receives
20 a grant under this title shall use the grant funds to—

21 (1) implement the pipeline services, as described
22 in the application under section 103; and

23 (2) continuously evaluate the success of the
24 program and improve the program based on data
25 and outcomes.

1 (b) SPECIAL RULES.—Each eligible entity that re-
2 ceives a grant under this title—

3 (1) shall, in the 3rd year of the grant and each
4 subsequent year, including each year of a renewal
5 grant, use not less than 80 percent of grant funds
6 to carry out the activities described in subsection
7 (a)(1);

8 (2) if it includes an institution of higher edu-
9 cation, shall ensure that the institution limits the
10 overhead rate charged by the institution (to cover
11 costs for items such as administration, insurance,
12 and taxes) to not more than 20 percent.

13 **SEC. 105. REPORT AND PUBLICLY AVAILABLE DATA.**

14 (a) REPORT.—Each eligible entity that receives a
15 grant under this title shall prepare and submit an annual
16 report to the Secretary, which shall include—

17 (1) information about the number and percent-
18 age of children, family members, and community
19 members in the neighborhood who are served by the
20 grant program, including a description of the num-
21 ber and percentage of children accessing each of the
22 pipeline services;

23 (2) data (disaggregated by the categories de-
24 scribed in section 205(a)(1)) about the grant pro-
25 gram's success in—

1 (A) narrowing achievement gaps and im-
2 proving student achievement;

3 (B) ensuring school readiness and healthy
4 socio-emotional development;

5 (C) increasing student persistence;

6 (D) increasing student attendance, and de-
7 creasing incidences of violence, suspension, and
8 expulsion;

9 (E) improving conditions for learning, as
10 measured by a school climate survey;

11 (F) increasing the number and percentage
12 of family members who participate in adult edu-
13 cation and family literacy programs and other
14 community activities; and

15 (G) increasing secondary school graduation
16 rates and college entry and completion rates;

17 (3) information relating to the performance
18 metrics described in section 106(a); and

19 (4) other indicators that may be required by the
20 Secretary, in consultation with the Director of the
21 Institute of Education Sciences.

22 (b) PUBLICLY AVAILABLE DATA.—Each eligible enti-
23 ty that receives a grant under this title shall make publicly
24 available, including through electronic means, the informa-
25 tion described in subsection (a). To the extent practicable,

1 such information shall be provided in a form and language
2 accessible to parents and families in the neighborhood, and
3 such information shall be a part of statewide longitudinal
4 data systems.

5 **SEC. 106. ACCOUNTABILITY.**

6 (a) PERFORMANCE METRICS.—The Secretary shall
7 establish performance metrics relevant to the evaluation
8 of the grant program under this title.

9 (b) EVALUATION.—The Secretary shall evaluate the
10 implementation and impact of the activities funded under
11 this title, in accordance with section 202.

12 **TITLE II—GENERAL PROVISIONS**

13 **SEC. 201. PLANNING GRANTS.**

14 (a) PURPOSE.—The purposes of the planning grant
15 program established under this section are to—

16 (1) enable communities to assess their needs
17 and assets regarding the unmet needs of children
18 and youth;

19 (2) develop appropriate plans to address such
20 unmet needs through the provision of pipeline serv-
21 ices; and

22 (3) support communities as such communities
23 prepare to apply for a grant under title I.

24 (b) PLANNING GRANTS AUTHORIZED.—From the
25 amounts appropriated under section 204, the Secretary

1 may reserve not more than 10 percent for planning grants
2 to entities eligible for grants under title I.

3 (c) DURATION.—Grants awarded under this section
4 shall be for a period of not more than 1 year, and such
5 grants shall not be renewed.

6 (d) APPLICATION.—

7 (1) IN GENERAL.—To be eligible to receive a
8 grant under this section, an eligible entity shall sub-
9 mit an application to the Secretary at such time, in
10 such manner, and containing such information as
11 the Secretary may require.

12 (2) CONTENTS.—At a minimum, the applica-
13 tion described in paragraph (1) shall describe—

14 (A) how the eligible entity will conduct a
15 needs and assets analysis;

16 (B) how the eligible entity will use plan-
17 ning grant funds in accordance with the pur-
18 pose of this Act, including to establish a process
19 to prioritize and allocate resources and services
20 to address the unmet needs of children and
21 youth in the community; and

22 (C) how the eligible entity will use plan-
23 ning grant funds to become more competitive in
24 applying for a grant under title I.

1 (e) LIMITATION.—No entity may receive a grant
2 under this section while concurrently receiving grant fund-
3 ing under title I of this Act.

4 (f) MATCHING FUNDS.—The Secretary shall require
5 that each eligible entity receiving a grant under this sec-
6 tion contribute matching funds in an amount equal to not
7 less than 50 percent of the amount of the grant. Such
8 matching funds may come from Federal or non-Federal
9 sources.

10 **SEC. 202. EVALUATION.**

11 From the amounts appropriated under section 204,
12 the Secretary may reserve not more than 3 percent for
13 a national evaluation of the activities carried out under
14 title I. In conducting such evaluations, the Secretary
15 shall—

16 (1) direct the Director of the Institute of Edu-
17 cation Sciences, in consultation with the relevant
18 program office at the Department, to evaluate the
19 implementation and impact of the activities funded
20 under title I, including the costs and benefits of such
21 activities, relative expenditures on different activities
22 in the pipeline, and the impacts of such activities on
23 incarceration and recidivism rates of children in
24 neighborhoods served by grants under such title;

1 (2) direct the Director of the Institute of Edu-
2 cation Sciences to identify best practices to improve
3 the effectiveness of activities funded under title I;
4 and

5 (3) disseminate research on best practices to
6 significantly improve the academic outcomes of chil-
7 dren living in our Nation's most distressed commu-
8 nities.

9 **SEC. 203. NATIONAL ACTIVITIES.**

10 From the amounts appropriated under section 204
11 for a fiscal year, the Secretary may reserve not more than
12 5 percent for national activities, which may include—

13 (1) research on the activities carried out under
14 title I;

15 (2) identifying and disseminating best practices;

16 (3) support for the community of practice re-
17 lated to the purposes of this grant, which may in-
18 clude technical assistance and conferences;

19 (4) professional development; and

20 (5) other activities consistent with the purpose
21 of this Act.

1 **SEC. 204. AUTHORIZATION OF APPROPRIATIONS.**

2 There are authorized to be appropriated to carry out
3 this Act such sums as may be necessary for fiscal year
4 2016 and each of the 4 succeeding fiscal years.

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