

114TH CONGRESS
1ST SESSION

S. 412

To amend the Elementary and Secondary Education Act of 1965 to encourage and support parent, family, and community involvement in schools, to provide needed integrated services and comprehensive supports to children for the ultimate goal of assisting students to stay in school, become successful learners, improve their academic achievement, and for other purposes.

IN THE SENATE OF THE UNITED STATES

FEBRUARY 9, 2015

Ms. MIKULSKI introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

A BILL

To amend the Elementary and Secondary Education Act of 1965 to encourage and support parent, family, and community involvement in schools, to provide needed integrated services and comprehensive supports to children for the ultimate goal of assisting students to stay in school, become successful learners, improve their academic achievement, and for other purposes.

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

1 **SECTION 1. SHORT TITLE.**

2 This Act may be cited as the “Schools Utilizing Com-
3 prehensive and Community Engagement for Success Act”
4 or the “Success Act”.

5 **SEC. 2. FINDINGS.**

6 Congress finds the following:

7 (1) Research studies consistently show a posi-
8 tive relationship between family engagement and
9 student achievement. This relationship holds across
10 families of all economic, racial and ethnic, and edu-
11 cational backgrounds and for students of all ages.

12 (2) Educators recognize, on the basis of social
13 science and common experience, that effective family
14 and community engagement is a critical element in
15 children’s academic, social, and emotional develop-
16 ment. Poverty, limited English proficiency, and vary-
17 ing cultural expectations are among the biggest bar-
18 riers to effective family engagement.

19 (3) Schools with effective family and community
20 engagement strategies provide bridges between fami-
21 lies, community-based organizations, and schools to
22 improve communication, information sharing, serv-
23 ices, and comprehensive supports for children and
24 families.

25 (4) Educational research suggests that student
26 achievement improves in environments where learn-

1 ing is a community value, and where schools have
2 the ability to address a broad range of needs, both
3 academic and otherwise, for all students, such as in
4 full-service community schools.

5 (5) Cross-sector community engagement of
6 businesses, institutions of higher education, philan-
7 thropic organizations, school boards, child care orga-
8 nizations, family advocates, neighborhood and serv-
9 ice organizations, after-school providers, and com-
10 munity-based organizations, is essential if schools
11 are to ensure that all children meet college and
12 work-ready standards.

13 (6) More than 1,000,000 of the students who
14 enter grade 9 do not receive a high school diploma
15 4 years later and approximately 7,000 students drop
16 out of school each day, including a significant per-
17 centage of students with the potential of high aca-
18 demic achievement.

19 (7) Integrated services and comprehensive sup-
20 ports, such as before school, after school, and sum-
21 mer activities, family engagement, health and mental
22 services, and other services and supports, are nec-
23 essary components of effective, school-based efforts
24 to dramatically affect dropout prevention rates, in-
25 crease graduation rates, and improve student

1 achievement. In one national study, 98 percent of
 2 students receiving such services and supports stayed
 3 in school, 89 percent had fewer suspensions, and 85
 4 percent of such students who were eligible high-
 5 school seniors graduated.

6 (8) Through the Judith P. Hoyer Centers, or
 7 “Judy Centers”, the State of Maryland has operated
 8 an integrated services and comprehensive supports
 9 model geared towards young children, and their fam-
 10 ilies, and have seen remarkable increases in school
 11 readiness among children who enter kindergarten
 12 having attended a Judy Center.

13 **SEC. 3. AMENDMENTS TO THE ELEMENTARY AND SEC-**
 14 **ONDARY EDUCATION ACT OF 1965.**

15 (a) STATEMENT OF PURPOSE.—Section 1001 of the
 16 Elementary and Secondary Education Act of 1965 (20
 17 U.S.C. 6301) is amended—

18 (1) by striking paragraph (11) and inserting
 19 the following:

20 “(11) coordinating services under all parts of
 21 this title with each other, with services under all
 22 other titles of this Act, with other education services,
 23 and with other public and private agencies in the
 24 community providing services to children and
 25 youth;”;

1 (2) in paragraph (12), by striking the period at
2 the end and inserting “; and”; and

3 (3) by adding at the end the following:

4 “(13) promoting strong partnerships between
5 schools and their communities that contribute to in-
6 creased student achievement and greater family and
7 community engagement in creating positive condi-
8 tions for learning for children.”.

9 (b) LOCAL EDUCATIONAL AGENCY PLANS.—Section
10 1112(b)(1) of the Elementary and Secondary Education
11 Act of 1965 (20 U.S.C. 6312(b)(1)) is amended—

12 (1) in subparagraph (P), by striking “and”
13 after the semicolon;

14 (2) in subparagraph (Q), by striking the period
15 and inserting “; and”; and

16 (3) by adding at the end the following:

17 “(R) where appropriate, a description of
18 how the local educational agency will coordinate
19 and collaborate with the State educational
20 agency, other public and private State agencies,
21 and local public and private organizations and
22 agencies (including local departments of health
23 and human services, local housing agencies,
24 local departments of youth services, local agen-
25 cies administering juvenile justice programs and

1 facilities, local agencies and organizations ad-
 2 ministering national and community service and
 3 service-learning programs, local law enforce-
 4 ment agencies, local nonprofit youth develop-
 5 ment and community-based organizations, and
 6 other appropriate entities)—

7 “(i) to provide services to children and
 8 families that are integrated with services
 9 from specialized instructional support per-
 10 sonnel and local educational agency home-
 11 less liaisons designated pursuant to section
 12 722(g)(1)(J)(ii) of the McKinney-Vento
 13 Homeless Assistance Act, in order to ad-
 14 dress the academic and nonacademic fac-
 15 tors (which may include a lack of physical,
 16 dental, and mental health services, before,
 17 after, and summer school opportunities,
 18 opportunities for family engagement, child
 19 care, employment opportunities for family
 20 members, or availability of nutritious
 21 foods) that affect student achievement at
 22 the schools served by the local educational
 23 agency; and

24 “(ii) to address such factors with an
 25 emphasis on the most significant barriers

1 facing students at schools identified for
 2 school improvement, corrective action, or
 3 restructuring under section 1116(b).”.

4 **SEC. 4. OUTREACH AND COORDINATION.**

5 (a) IN GENERAL.—Title V of the Elementary and
 6 Secondary Education Act of 1965 (20 U.S.C. 7201 et
 7 seq.) is amended by adding at the end the following:

8 **“PART E—PARENT AND COMMUNITY OUTREACH**
 9 **AND ENGAGEMENT**

10 **“SEC. 5700. GRANTS AUTHORIZED.**

11 “(a) STATE ALLOTMENTS.—

12 “(1) IN GENERAL.—From the funds appro-
 13 priated under section 5700B for any fiscal year, the
 14 Secretary shall allot to each State for the fiscal year
 15 an amount that bears the same relationship to the
 16 remainder as the amount the State received under
 17 subpart 2 of part A of title I for the preceding fiscal
 18 year bears to the amount all States received under
 19 that subpart for the preceding fiscal year, subject to
 20 paragraph (2).

21 “(2) MINIMUM.—Notwithstanding paragraph
 22 (1), no State shall receive an allotment under this
 23 section that is less than an amount equal to one-half
 24 of 1 percent of the total amount made available to
 25 all States under this section.

1 “(3) REALLOTMENT OF UNUSED FUNDS.—If a
 2 State does not apply for an allotment under this sec-
 3 tion for a fiscal year, the Secretary shall realLOT the
 4 amount of the State’s allotment to the remaining
 5 States in accordance with this section.

6 “(b) APPLICATION.—In order to receive an allotment
 7 under this section for a fiscal year, a State shall submit
 8 to the Secretary an application, at such time, in such man-
 9 ner, and accompanied by such information as the Sec-
 10 retary may require.

11 “(c) STATE USE OF FUNDS.—

12 “(1) IN GENERAL.—Each State that receives an
 13 allotment under this part for a fiscal year shall re-
 14 serve not less than 95 percent of the amount allotted
 15 to such State under subsection (a) for such year for
 16 subgrants to eligible entities under subparts 1, 2,
 17 and 3.

18 “(2) STATE ADMINISTRATION.—A State edu-
 19 cational agency may use a total of not more than 5
 20 percent of the amount made available to the State
 21 under subsection (a) for—

22 “(A) the administrative costs of carrying
 23 out its responsibilities under this part;

24 “(B) establishing and implementing a peer
 25 review process for subgrant applications; and

1 “(C) supervising the awarding of funds to
2 eligible entities.

3 “(d) APPROVAL OF CERTAIN APPLICATIONS.—Not-
4 withstanding any other provision of this part, a State may
5 approve a subgrant application under this part for a pro-
6 gram to be located in a facility other than an elementary
7 school or secondary school only if the program will be at
8 least as available and accessible to the students to be
9 served as if the program were located in an elementary
10 school or secondary school.

11 “(e) PERMISSIVE LOCAL MATCH.—

12 “(1) IN GENERAL.—A State may require a local
13 educational agency or eligible entity to match
14 subgrant funds awarded under this part.

15 “(2) SLIDING SCALE.—The amount of a match
16 under paragraph (1) shall be established based on a
17 sliding fee scale that takes into account—

18 “(A) the relative poverty of the population
19 to be targeted by the local educational agency
20 or eligible entity; and

21 “(B) the ability of the local educational
22 agency or eligible entity to obtain such match-
23 ing funds.

24 “(3) IN-KIND CONTRIBUTIONS.—Each State
25 that requires a local educational agency or eligible

1 entity to match funds under this subsection shall
2 permit the agency or entity to provide all or any por-
3 tion of such match in the form of in-kind contribu-
4 tions.

5 “(4) CONSIDERATION.—Notwithstanding this
6 subsection, a State shall not consider the ability of
7 a local educational agency or eligible entity to match
8 funds when determining which agencies or entities
9 will receive awards under this part.

10 “(f) PEER REVIEW.—In reviewing subgrant applica-
11 tions under this part, a State shall use a peer review proc-
12 ess or other method of assuring the quality of such appli-
13 cations.

14 “(g) GEOGRAPHIC DIVERSITY.—To the extent prac-
15 ticable, a State shall distribute funds under this part equi-
16 tably among geographic areas within the State, including
17 urban and rural communities.

18 “(h) DURATION OF AWARDS.—Grants under this
19 part may be awarded for a period of not less than 3 years
20 and not more than 5 years.

21 **“SEC. 5700A. NATIONAL ACTIVITIES.**

22 “The Secretary is authorized to enter into a contract
23 with a nonprofit organization with a demonstrated record
24 of effectiveness and extensive national, State, and local ex-
25 perience in providing effective, evidence-based, integrated

1 student supports in order to ensure accountability in the
2 execution of subparts 1, 2, and 3. Such nonprofit organi-
3 zation shall be responsible for—

4 “(1) providing technical assistance and training
5 to States receiving grants under this part and
6 subgrant recipients to promote the effectiveness of
7 the programs assisted under this part in improving
8 the coordination, availability, delivery, and effective-
9 ness of integrated services and comprehensive sup-
10 ports for children and families; and

11 “(2) establishing a national clearinghouse for
12 the collection and dissemination of information on
13 effective parent, family, and community engagement
14 practices and programs, which information shall be
15 disseminated to State educational agencies and made
16 available to local educational agencies, schools, and
17 community-based organizations.

18 **“SEC. 5700B. AUTHORIZATION OF APPROPRIATIONS.**

19 “There are authorized to be appropriated to carry out
20 this part such sums as may be necessary for fiscal year
21 2016 and each of the 4 succeeding fiscal years.

1 **“Subpart 1—Parent and Community Outreach**
2 **Coordinators**

3 **“SEC. 5701. PURPOSE.**

4 “The purpose of this subpart is to provide support,
5 through competitive subgrants, to schools, which may
6 work in conjunction with a community-based organization
7 or an institution of higher education, to hire and maintain
8 Parent and Community Outreach Coordinators to—

9 “(1) plan and work closely with each school
10 they serve and conduct outreach to ensure that fam-
11 ily and community members participate in the edu-
12 cation and development of their children and become
13 an integral part of the school climate and culture;

14 “(2) enable principals, teachers, and other in-
15 structional support staff to complement and enrich
16 efforts to help all children make learning gains,
17 graduate from secondary school ready for higher
18 education and careers, and plan for their futures
19 through family and community engagement strate-
20 gies; and

21 “(3) act as a liaison with other programs and
22 coordinators from Federal, State, local, and private
23 programs that serve the school, including community
24 school coordinators, parental liaisons funded under
25 part A of title I, 21st century community learning
26 centers under part B of title IV, parent training and

1 information centers under section 671 of the Indi-
 2 viduals with Disabilities Education Act, and school
 3 health coordinators, as appropriate, to align efforts
 4 and leverage resources.

5 **“SEC. 5702. SUBGRANTS AUTHORIZED.**

6 “A State that receives a grant under section 5700
 7 shall award subgrants, on a competitive basis, to local edu-
 8 cational agencies that receive assistance under part A of
 9 title I to enable such agencies to assist public elementary
 10 schools and public secondary schools served by such agen-
 11 cies to hire and maintain Parent and Community Out-
 12 reach Coordinators.

13 **“SEC. 5703. APPLICATION.**

14 “(a) IN GENERAL.—A local educational agency that
 15 desires to receive a subgrant under this subpart shall sub-
 16 mit an application to the State at such time, in such man-
 17 ner, and accompanied by such information as the State
 18 may require.

19 “(b) CONTENTS.—An application submitted pursuant
 20 to subsection (a) shall include the following:

21 “(1) A description of the schools that are to be
 22 assisted by the local educational agency under this
 23 subpart, which schools shall be public elementary
 24 schools, public secondary schools or, if the local edu-

1 cational agency chooses, early learning programs
2 supported by the local educational agency.

3 “(2) The particular family and community en-
4 gagement needs in schools to be assisted under the
5 subgrant as of the time of application, including a
6 description of the ways in which families and com-
7 munities are engaged during the school day, before
8 school, and during after school and summer hours.

9 “(3) A detailed plan that outlines evidence-
10 based strategies to address the needs identified in
11 paragraph (2).

12 “(4) A description of the desired progress of
13 the local educational agency related to the indicators
14 described in section 5707(b).

15 “(5) A description of the capacity of the schools
16 for measuring school-specific outcomes of the work
17 provided by the Parent and Community Outreach
18 Coordinators.

19 “(6) A description of the capacity of the schools
20 for supporting a position of Parent and Community
21 Outreach Coordinator by providing space and ade-
22 quate resources, including a plan for supporting the
23 position, and the activities facilitated by the position,
24 if grants funds were no longer available.

1 “(7) A description of how the activities sup-
 2 ported with funds under this subpart will be coordi-
 3 nated with the programs and activities carried out
 4 by the local educational agency pursuant to section
 5 1118, including whether such activities will be sup-
 6 ported with funds provided under title I.

7 **“SEC. 5704. AWARDING OF SUBGRANTS.**

8 “(a) PRIORITY.—In awarding subgrants under this
 9 subpart, a State shall give priority to applications—

10 “(1) proposing to target high-need schools—

11 “(A) with the highest proportions of stu-
 12 dents from low-income families;

13 “(B) with a large percentage of students
 14 who fail to meet the State’s challenging student
 15 academic achievement standards, as assessed
 16 pursuant to section 1111(b)(3);

17 “(C) with drop-out rates that significantly
 18 exceed the State’s average annual dropout rate;
 19 and

20 “(D) with a large percentage of students
 21 who are limited English proficient; and

22 “(2) submitted by local educational agencies de-
 23 scribing a partnership structure that delineates how
 24 the local educational agency, community-based orga-
 25 nizations, local government, institutions of higher

1 education, and other key institutions will come to-
 2 gether to support a common vision, defined results,
 3 and measures of effectiveness, with clear roles and
 4 responsibilities, and a plan for serving multiple
 5 schools.

6 “(b) DURATION OF SUBGRANT.—Each subgrant
 7 awarded under this subpart shall be for a period of not
 8 less than 3 years and not more than 5 years.

9 **“SEC. 5705. SCREENING AND EVALUATION COMMITTEE.**

10 “(a) ESTABLISHMENT.—A school receiving assist-
 11 ance under this subpart shall establish a screening and
 12 evaluation committee that shall consist of the following
 13 members:

14 “(1) The school principal or headmaster, or a
 15 designee of the principal or headmaster.

16 “(2) Not less than 2 parents of students en-
 17 rolled at the school, 1 of whom shall be a parent
 18 whose child is eligible for free or reduced price lunch
 19 under the Richard B. Russell National School Lunch
 20 Act (42 U.S.C. 1751 et seq.).

21 “(3) Not less than 1 teacher who teaches at the
 22 school.

23 “(4) Not less than 1 paraprofessional at the
 24 school.

25 “(5) Not less than 1 community partner.

1 “(6) The superintendent of the school or a des-
2 ignee of the superintendent.

3 “(b) OVERSIGHT AND EVALUATION.—The screening
4 and evaluation committee shall prepare and submit an
5 evaluation to the local educational agency on an annual
6 basis regarding the performance of the Parent and Com-
7 munity Outreach Coordinator based on the indicators of
8 effectiveness described in section 5707(b). The local edu-
9 cational agency may use the evaluation for the purposes
10 of promotion or termination of the individual occupying
11 the position of Parent and Community Outreach Coordi-
12 nator.

13 **“SEC. 5706. PARENT AND COMMUNITY OUTREACH COORDI-**
14 **NATOR.**

15 “(a) IN GENERAL.—A Parent and Community Out-
16 reach Coordinator shall—

17 “(1) provide leadership in, and facilitate, the
18 building of relationships, bridging of gaps, and cre-
19 ation of partnerships among school staff, families,
20 and community members; and

21 “(2) provide support and resources—

22 “(A) to increase participation and engage-
23 ment of family and community members in the
24 school; and

1 “(B) in support of all children’s learning,
 2 including those children meeting or exceeding
 3 academic achievement standards (as assessed
 4 pursuant to section 1111(b)(3)).

5 “(b) RESPONSIBILITIES.—Each Parent and Commu-
 6 nity Outreach Coordinator shall—

7 “(1) implement a family needs and engagement
 8 assessment at the school that includes goals and
 9 suggestions on how to improve family engagement in
 10 the school, with particular attention to the needs of
 11 low-income families, limited English proficient fami-
 12 lies, families living in rural areas, children in either
 13 the child welfare system or juvenile justice system,
 14 families experiencing homelessness, and families of
 15 children with disabilities or developmental delay;

16 “(2) develop an individual plan that includes an
 17 overall family engagement plan for the school, which
 18 shall include a description of the community re-
 19 sources that will be leveraged to connect students
 20 and families with available resources;

21 “(3) establish and maintain consistent, effec-
 22 tive, and timely communication with families, espe-
 23 cially low-income families, limited English proficient
 24 families, families of children with disabilities, and
 25 minority families in a variety of ways that account

1 for the language and cultural needs of these individ-
2 uals;

3 “(4) work with the principal of the school and
4 school staff to establish an environment in which
5 families feel safe and welcome;

6 “(5) act as an advocate and liaison to assist
7 family members and school staff to resolve issues at
8 the school and district levels;

9 “(6) work with other Federal, State, local, and
10 private partners to develop and implement activities,
11 programs, and training aimed at assisting families
12 to support student learning needs and postsecondary
13 education planning;

14 “(7) create, organize, strengthen, and support a
15 school parent council (which may include a school
16 parent teacher association) that is representative of
17 the school community;

18 “(8) as appropriate, participate in the school’s
19 school improvement process and development of
20 school improvement plans;

21 “(9) take part in regular training and profes-
22 sional development which may be provided by a com-
23 munity-based organization, an institution of higher
24 education, or other staff serving at the local edu-
25 cational agency that serves the school;

1 “(10) have the ability to relate to students as
2 a caring adult; and

3 “(11) carry out other duties specifically related
4 to the effective engagement of family and community
5 members.

6 **“SEC. 5707. EVALUATIONS.**

7 “(a) IN GENERAL.—Each Parent and Community
8 Outreach Coordinator shall—

9 “(1) be directly supervised and evaluated by the
10 principal or headmaster of the school on a regular
11 basis; and

12 “(2) be evaluated on an annual basis by the
13 school’s screening and evaluation committee estab-
14 lished under section 5705 and the school parent
15 council established under section 5706(b)(7) in order
16 to determine the effectiveness of the Coordinator.

17 “(b) EFFECTIVENESS.—Each screening and evalua-
18 tion committee shall work with the local educational agen-
19 cy and the Parent and Community Outreach Coordinator
20 to identify indicators of success related to the activities
21 supported under this subpart, and to develop baseline data
22 and evaluate progress on such indicators, which may in-
23 clude—

24 “(1) student achievement as measured by as-
25 sessment data, school readiness, classroom grades,

1 and participation in programs and services for gifted
 2 and talented students;

3 “(2) student attendance rates;

4 “(3) persistence rates of students from grade to
 5 grade;

6 “(4) graduation rates;

7 “(5) student mobility rates;

8 “(6) dropout rates;

9 “(7) detentions, suspensions, and expulsions;

10 “(8) postsecondary education attendance, per-
 11 sistence, and completion;

12 “(9) the quality and frequency of communica-
 13 tion between schools and families, including personal
 14 interaction, school visits, home visits, telephone calls,
 15 and publications;

16 “(10) the participation of family members in
 17 parent-teacher conferences, open houses, family
 18 nights, and other school-based activities;

19 “(11) the quality and frequency of regular
 20 workshops, and other opportunities that provide
 21 family members with the knowledge and skills need-
 22 ed to support their child’s learning out of school and
 23 to support college and career readiness; and

24 “(12) the number and percentage of families
 25 with a child with a disability who report that schools

1 facilitated family engagement as a means of improv-
 2 ing services and academic achievement for their chil-
 3 dren (which information may be derived from data
 4 collected by parent training and information centers
 5 under section 671 of the Individuals with Disabilities
 6 Education Act, if applicable).

7 “(c) BASIS FOR EVALUATIONS.—In evaluating a Par-
 8 ent and Community Outreach Coordinator under this sec-
 9 tion, the screening and evaluation committee shall base
 10 such evaluation on case studies, interviews, and outcomes
 11 based on the indicators described in subsection (b).

12 **“SEC. 5708. REPORT.**

13 “A local educational agency that receives a subgrant
 14 under this subpart shall submit a biennial report to the
 15 Secretary regarding activities conducted by such local edu-
 16 cational agency with subgrant funds received under this
 17 subpart.

18 **“Subpart 2—Connecting Students to Community**
 19 **Resources and Comprehensive Supports**

20 **“SEC. 5721. PURPOSE.**

21 “The purpose of this subpart is to provide support,
 22 through competitive subgrants, to eligible entities to—

23 “(1) improve the coordination, availability, de-
 24 livery, and effectiveness of integrated services and

1 comprehensive supports for children and families;
 2 and

3 “(2) act as a liaison with other organizations in
 4 order to assist public schools in providing children
 5 and families with—

6 “(A) the integrated services and com-
 7 prehensive supports needed to improve the
 8 learning of children and their ability to plan for
 9 postsecondary educational opportunities, such
 10 as—

11 “(i) health, employment, mentor or
 12 tutor, and human services;

13 “(ii) vocational rehabilitation;

14 “(iii) enrichment and accelerated
 15 learning opportunities;

16 “(iv) before school, after school, and
 17 summer programs; and

18 “(v) recreation; and

19 “(B) related assistance.

20 **“SEC. 5722. ELIGIBLE ENTITY.**

21 “In this subpart, the term ‘eligible entity’ means 1
 22 or more community-based organizations, or institutions of
 23 higher education, in partnership with public schools.

1 **“SEC. 5723. SUBGRANTS AUTHORIZED.**

2 “A State that receives a grant under section 5700
3 shall award subgrants, on a competitive basis, to eligible
4 entities to connect integrated services and comprehensive
5 supports to students and families in order to enhance stu-
6 dent learning and outcomes, by—

7 “(1) conducting an assessment of student and
8 family needs in public elementary schools and sec-
9 ondary schools;

10 “(2) assessing the availability and quality of
11 learning opportunities beyond the classroom, includ-
12 ing service-learning opportunities;

13 “(3) linking needed integrated services and
14 comprehensive supports to children, their families,
15 and their public schools, and evaluating the impact
16 of such services and supports once the services and
17 supports are provided;

18 “(4) enhancing the social, emotional, intellec-
19 tual, and physical development of students; and

20 “(5) providing professional development related
21 to integrated services and comprehensive supports
22 for staff, teachers, and, as appropriate, Parent and
23 Community Outreach Coordinators in such public
24 schools.

1 **“SEC. 5724. APPLICATION.**

2 “(a) IN GENERAL.—An eligible entity that desires to
3 receive a subgrant under this subpart shall submit an ap-
4 plication to the State at such time, in such manner, and
5 accompanied by such information as the State may re-
6 quire.

7 “(b) CONTENTS.—An application submitted under
8 subsection (a) shall include the following:

9 “(1) A description of the public schools to be
10 assisted by the eligible entity and their performance
11 with respect to other State performance criteria re-
12 lated to student academic achievement, and a de-
13 scription of the schools’ student populations (includ-
14 ing demographics).

15 “(2) A memorandum of understanding, between
16 the public school and the eligible entity, that ex-
17 plains how they will work to effectively coordinate
18 the provision of integrated services and comprehen-
19 sive supports to students within the public school
20 (and with after-school and extended day programs
21 and services, if applicable), the objectives that they
22 expect to achieve, the educational research bases
23 that will guide the provision of student integrated
24 services and comprehensive supports in meeting
25 their objectives, and the capacity of the community
26 partner to meet their objectives.

1 “(3) A description of how the eligible entity
 2 plans to build and improve on the current state of
 3 community involvement to increase support and
 4 ownership of the integrated services and comprehen-
 5 sive supports designed to enhance student learning
 6 outcomes, including the measures of progress and
 7 desired results related to students and families.

8 “(4) The particular student needs to be ad-
 9 dressed through integrated services and comprehen-
 10 sive supports and the organizations able to provide
 11 integrated services and comprehensive supports to
 12 meet those needs, including intellectual, social, emo-
 13 tional, and physical well-being, and other academic
 14 and non-academic needs related to student learning,
 15 including planning for attending an institution of
 16 higher education.

17 “(5) A plan regarding the provision of inte-
 18 grated services and comprehensive supports, includ-
 19 ing a description of—

20 “(A) the role of the public school principal
 21 and staff, including the Parent and Community
 22 Outreach Coordinator, if applicable, in the man-
 23 agement of the provision of integrated services
 24 and comprehensive supports;

1 “(B) how the eligible entity will efficiently
2 manage and leverage non-Federal resources
3 (which may include in-kind resources) to meet
4 identified student needs;

5 “(C) plans to monitor student performance
6 along with integrated services and comprehen-
7 sive supports provided to students over time, in-
8 cluding plans to integrate the eligible entity’s
9 data reporting with the public school’s data sys-
10 tems;

11 “(D) criteria by which the eligible entity
12 will evaluate the effectiveness of services and
13 comprehensive supports provided to students,
14 including a description of the proposed meas-
15 urements used to evaluate the impact of such
16 services and supports on the academic achieve-
17 ment of students; and

18 “(E) plans to leverage other non-Federal
19 resources (which may include in-kind resources)
20 to support integrated services and comprehen-
21 sive supports.

22 “(6) An assurance that activities supported
23 with funds under this subpart will be coordinated
24 with the programs and activities carried out by the
25 public school pursuant to section 1118.

1 “(7) Arrangements to protect student privacy,
 2 consistent with applicable data privacy laws and reg-
 3 ulations, including section 444 of the General Edu-
 4 cation Provisions Act (20 U.S.C. 1232g, commonly
 5 known as the ‘Family Educational Rights and Pri-
 6 vacy Act of 1974’).

7 **“SEC. 5725. AWARDING OF SUBGRANTS.**

8 “(a) PRIORITY.—In awarding subgrants under this
 9 subpart, a State shall give priority to applications—

10 “(1) proposing integrated services and com-
 11 prehensive supports to high-need public schools—

12 “(A) with the highest proportions of stu-
 13 dents from low-income families;

14 “(B) with a large percentage of students
 15 who fail to meet the State’s challenging student
 16 academic achievement standards, as assessed
 17 pursuant to section 1111(b)(3);

18 “(C) with drop-out rates that significantly
 19 exceed the State average annual dropout rate;
 20 and

21 “(D) with a large percentage of students
 22 who are limited English proficient; and

23 “(2) that include—

24 “(A) a partnership structure that delin-
 25 eates how such eligible entity will work with

1 other organizations, including local government,
 2 nonprofit organizations, institutions of higher
 3 education, and other key institutions that will
 4 come together to support a common vision, de-
 5 fined results, and measures of effectiveness, and
 6 clear roles and responsibilities; and

7 “(B) a plan for serving multiple schools.

8 “(b) DURATION OF SUBGRANT.—Each subgrant
 9 awarded under this subpart shall be for a period of not
 10 less than 3 years and not more than 5 years.

11 **“SEC. 5726. REPORT.**

12 “An eligible entity that receives a subgrant under this
 13 subpart shall submit a biennial report to the Secretary re-
 14 garding activities conducted by such entity with subgrant
 15 funds received under this subpart.”.

16 (b) TABLE OF CONTENTS.—The table of contents in
 17 section 2 of the Elementary and Secondary Education Act
 18 of 1965 is amended by inserting after the item relating
 19 to section 5618 the following:

“PART E—PARENT AND COMMUNITY OUTREACH AND ENGAGEMENT

“Sec. 5700. Grants authorized.

“Sec. 5700A. National activities.

“Sec. 5700B. Authorization of appropriations.

“SUBPART 1—PARENT AND COMMUNITY OUTREACH COORDINATORS

“Sec. 5701. Purpose.

“Sec. 5702. Subgrants authorized.

“Sec. 5703. Application.

“Sec. 5704. Awarding of subgrants.

“Sec. 5705. Screening and evaluation committee.

“Sec. 5706. Parent and Community Outreach Coordinator.

“Sec. 5707. Evaluations.

“Sec. 5708. Report.

“SUBPART 2—CONNECTING STUDENTS TO COMMUNITY RESOURCES AND
COMPREHENSIVE SUPPORTS

“Sec. 5721. Purpose.

“Sec. 5722. Eligible entity.

“Sec. 5723. Subgrants authorized.

“Sec. 5724. Application.

“Sec. 5725. Awarding of subgrants.

“Sec. 5726. Report.”.

