

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.

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## 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

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## 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.

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

4           (A) participates in a community-based ef-  
5 fort to coordinate educational, developmental,  
6 family, health, and other comprehensive services  
7 through community-based organizations and  
8 specialized instructional support personnel em-  
9 ployed by the school or the local educational  
10 agency, and public and private partnerships;  
11 and

12           (B) provides access to such services to stu-  
13 dents, families, and the community, such as ac-  
14 cess during the school year (including before-  
15 and after-school hours) and during the summer.

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

20           (7) LOCAL CONSORTIUM.—The term “local con-  
21 sortium” means a consortium consisting of commu-  
22 nity representatives that—

23           (A) shall include—

24           (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 taged 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(e)(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 AKA-  
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 AKADEMIA  
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 ible 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-

1           ticipating in the local consortium shall serve as  
2           the fiscal agent for the local consortium;

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

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

10          (C) a description of how the local strategy  
11          will be coordinated with the local educational  
12          agency plan required under section 1112 of the  
13          Elementary and Secondary Education Act of  
14          1965 (20 U.S.C. 6312).

15          (b) LOCAL YOUTH STRATEGY.—

16           (1) IN GENERAL.—The local strategy—

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

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

21           (C) may include such other components as  
22           the local consortium determines necessary to  
23           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

1 developed pursuant to such subparagraph, in-  
2 cluding—

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

10 (ii) if applicable, a description of the  
11 coordination among services provided by  
12 community-based organizations and serv-  
13 ices provided by specialized instructional  
14 support personnel employed by the school  
15 or the local educational agency partici-  
16 pating in the local consortium.

17 (E) COMMUNITY ENGAGEMENT IN ACA-  
18 DEMIC AND DEVELOPMENTAL NEEDS OF  
19 YOUTH.—A plan to increase community engage-  
20 ment in the academic and developmental needs  
21 of youth.

22 (F) FAMILY ENGAGEMENT IN ACADEMIC  
23 AND DEVELOPMENTAL NEEDS OF YOUTH.—A  
24 plan to increase family engagement in the aca-  
25 demic 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(e)(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(e)(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 (e) 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.

○