

112TH CONGRESS  
1ST SESSION

# H. R. 2637

To strengthen student achievement and graduation rates and prepare young people for college, careers, and citizenship through innovative partnerships that meet the comprehensive needs of children and youth.

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## IN THE HOUSE OF REPRESENTATIVES

JULY 25, 2011

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

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## A BILL

To strengthen student achievement and graduation rates and prepare young people for college, careers, and citizenship through innovative partnerships that meet the comprehensive needs of children and youth.

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

3 **SECTION 1. SHORT TITLE; TABLE OF CONTENTS.**

4 (a) SHORT TITLE.—This Act may be cited as the  
5 “Developing Innovative Partnerships and Learning Op-

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

3 (b) TABLE OF CONTENTS.—The table of contents for  
4 this Act is as follows:

- Sec. 1. Short title; table of contents.
- Sec. 2. Findings.
- Sec. 3. Purposes.
- Sec. 4. Definitions.
- Sec. 5. Demonstration program authorized; allotment to States.
- Sec. 6. State child and youth strategy.
- Sec. 7. Coordinating body; State applications.
- Sec. 8. State use of funds.
- Sec. 9. Local consortium application; local child and youth strategy.
- Sec. 10. Local use of funds.
- Sec. 11. Construction.
- Sec. 12. Accountability and transparency.
- Sec. 13. Authorization of appropriations.

5 **SEC. 2. FINDINGS.**

6 Congress finds the following:

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

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

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

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

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

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

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

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

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

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

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

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

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

4 **SEC. 3. PURPOSES.**

5 The purposes of this Act are—

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

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

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

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

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

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

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

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

7                   (B) for sustained civic capacity; and

8           (6) to develop school improvement strategies  
9           that incorporate approaches that meet the com-  
10          prehensive needs of children and youth, such as full  
11          service community schools, community-based, inte-  
12          grated student services, and related approaches.

13 **SEC. 4. DEFINITIONS.**

14       In this Act:

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

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

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

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

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

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

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

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

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

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

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

20 (A) shall include—

21 (i) a local educational agency; and

22 (ii) not less than 1 other community  
23 partner that is independent of the local  
24 educational agency; and



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

3 (i) a community-based organization;

4 (ii) a child and youth serving organi-  
5 zation or agency;

6 (iii) an institution of higher education;

7 (iv) a foundation;

8 (v) a business;

9 (vi) a teacher organization;

10 (vii) an organization representing edu-  
11 cation professionals;

12 (viii) a local government, including a  
13 government agency serving children and  
14 youth, such as a child welfare and juvenile  
15 justice agency;

16 (ix) an organization representing stu-  
17 dents; and

18 (x) an organization representing par-  
19 ents; and

20 (C) may include representatives from mul-  
21 tiple jurisdictions.

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

1           (7) OUTLYING AREA.—The term “outlying  
2 area” has the meaning given the term in section  
3 9101 of the Elementary and Secondary Education  
4 Act of 1965 (20 U.S.C. 7801).

5           (8) PERSISTENTLY LOWEST-ACHIEVING  
6 SCHOOL.—The term “persistently lowest-achieving  
7 school” has the meaning given the term in the final  
8 requirements for school improvement grants pub-  
9 lished by the Department of Education in the Fed-  
10 eral Register on October 28, 2010 (75 Fed. Reg.  
11 66367 et seq.)

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

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

1           (11) SPECIALIZED INSTRUCTIONAL SUPPORT  
2 SERVICES.—The term “specialized instructional sup-  
3 port services” means the services provided by spe-  
4 cialized instructional support personnel, and includes  
5 any other corrective or supportive services to meet  
6 student needs.

7           (12) STATE.—The term “State” means each of  
8 the several States of the United States, the District  
9 of Columbia, and the Commonwealth of Puerto Rico.

10 **SEC. 5. DEMONSTRATION PROGRAM AUTHORIZED; ALLOT-**  
11 **MENT TO STATES.**

12 (a) FORMULA GRANTS AUTHORIZED.—

13           (1) IN GENERAL.—For any fiscal year for  
14 which the amount appropriated under section 13 is  
15 equal to or greater than \$200,000,000, the Sec-  
16 retary is authorized to award grants, from allot-  
17 ments under subsection (c), to States having appli-  
18 cations approved under section 5 to enable the  
19 States to award subgrants to local consortia to lever-  
20 age and integrate human and financial assets at all  
21 levels in order to—

22                   (A) ensure the academic, physical, social,  
23 emotional, and civic development of disadvan-  
24 taged youth; and

1           (B) strengthen the families and commu-  
2           nities of the disadvantaged youth and achieve  
3           the results developed pursuant to section  
4           6(e)(1).

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

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

9           (b) RESERVATION.—From the funds appropriated  
10          under section 13 for any fiscal year, the Secretary shall  
11          reserve—

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

15           (A) providing training technical assistance  
16           to local consortia and organizations partnering  
17           with local consortia to carry out services under  
18           this Act; or

19           (B) conducting the national evaluation  
20           pursuant to section 12(a)(3); and

21           (2) not more than 1 percent for payments to  
22           the outlying areas and the Bureau of Indian Affairs,  
23           to be allotted in accordance with their respective  
24           needs for assistance under this Act, as determined  
25           by the Secretary, to enable the outlying areas and

1 the Bureau of Indian Affairs to carry out the pur-  
2 poses of this Act.

3 (c) STATE ALLOTMENTS.—

4 (1) DETERMINATION.—From the funds appro-  
5 priated under section 13 for any fiscal year that are  
6 equal to or greater than \$200,000,000 which remain  
7 after the Secretary makes the reservations under  
8 subsection (b), the Secretary shall allot to each State  
9 for the fiscal year an amount that bears the same  
10 relationship to the remainder as the amount the  
11 State received under subpart 2 of part A of title I  
12 of the Elementary and Secondary Education Act of  
13 1965 (20 U.S.C. 6331 et seq.) for the preceding fis-  
14 cal year bears to the amount all States received  
15 under that subpart for the preceding fiscal year, ex-  
16 cept that no State shall receive less than an amount  
17 equal to  $\frac{1}{2}$  of 1 percent of such funds.

18 (2) REALLOTMENT OF UNUSED FUNDS.—If a  
19 State does not receive an allotment under this Act  
20 for a fiscal year, the Secretary shall reallocate the  
21 amount of the State's allotment to the remaining  
22 States in accordance with this section.

23 (d) COMPETITIVE GRANTS AUTHORIZED.—

24 (1) IN GENERAL.—For any year for which the  
25 amount appropriated under section 13 is less than

1       \$200,000,000, the Secretary shall award grants, on  
2       a competitive basis, to local consortia to enable the  
3       local consortia to carry out local strategies in ac-  
4       cordance with sections 9 and 10.

5               (2) TARGETED LOCAL CONSORTIA.—The Sec-  
6       retary shall only award a grant to a local consortium  
7       under this subsection if the local consortium submits  
8       an application that proposes—

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

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

17                               (i) shall be submitted by a local con-  
18                               sortium comprised of a broad representa-  
19                               tion of stakeholders and decisionmakers in  
20                               the community, including a multitude of  
21                               community partners described in section  
22                               4(5)(B); or

23                               (ii) shall demonstrate the capacity for  
24                               successful implementation through a his-  
25                               tory of successful collaboration and effec-

1                   tiveness in strengthening outcomes for chil-  
2                   dren and youth.

3                   (3) ACCOUNTABILITY AND TRANSPARENCY.—

4                   The Secretary shall apply those provisions of section  
5                   12 that the Secretary determines applicable to local  
6                   consortia receiving funds under this subsection.

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

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

12                  (b) STRATEGY REQUIREMENTS.—The State strat-  
13                  egy—

14                         (1) shall be developed by the Governor of the  
15                         State and the State educational agency;

16                         (2) shall include the components described in  
17                         subsection (c); and

18                         (3) may include other components as the Gov-  
19                         ernor determines necessary to strengthen results for  
20                         children and youth.

21                  (c) REQUIRED COMPONENTS.—The State strategy  
22                  components required under subsection (b) are the fol-  
23                  lowing:

24                         (1) STATE RESULTS FRAMEWORK.—The State  
25                         strategy shall contain comprehensive, research-based

1 annual goals and aligned quantifiable indicators  
2 demonstrating continuous improvement with respect  
3 to youth, particularly disadvantaged youth, that  
4 shall serve as targets for each year with respect to  
5 which the State strategy applies. The goals shall in-  
6 clude the following:

7 (A) Children are ready for school.

8 (B) Students are engaged and achieving in  
9 school.

10 (C) Students are physically, mentally, so-  
11 cially, and emotionally healthy.

12 (D) Schools and neighborhoods are safe  
13 and provide a positive climate for learning.

14 (E) Families are supportive and engaged  
15 in their children's education.

16 (F) Graduates are ready for postsecondary  
17 education and 21st-century careers.

18 (G) Students are contributing to their  
19 communities.

20 (2) NEEDS AND ASSETS ASSESSMENT.—The  
21 State strategy shall contain an assessment of the  
22 children's needs, and of assets within the State that  
23 can be mobilized, coordinated, and integrated to  
24 achieve the State strategy's goals, which may include



1 data collected by the Federal Interagency Forum on  
2 Child and Family Statistics.

3 (3) STATE CHILD AND YOUTH PLAN.—The  
4 State strategy shall include a description of the  
5 State’s plan to achieve the goals described in para-  
6 graph (1) for young people from birth through the  
7 transition to adulthood, including the following:

8 (A) LEVERAGE AND INTEGRATION.—A de-  
9 scription of how funds received under this Act  
10 will be coordinated and integrated with other  
11 Federal and State funds in order to achieve the  
12 goals developed pursuant to paragraph (1).

13 (B) ELIMINATION OF STATE BARRIERS TO  
14 COORDINATION AND INTEGRATION.—A descrip-  
15 tion of how funds received under this Act will  
16 be used to identify and eliminate State barriers  
17 to the coordination and integration of pro-  
18 grams, initiatives, and funding streams to  
19 achieve the goals developed pursuant to para-  
20 graph (1).

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

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

4 (d) EXISTING PLANS, STRATEGIES, AND ASSESS-  
5 MENTS.—Existing plans, strategies, needs assessments, or  
6 assets assessments may be used to satisfy the require-  
7 ments of this section if such existing plans, strategies,  
8 needs assessments, or assets assessments include the in-  
9 formation required by this section, or can be modified to  
10 do so, and are submitted to the Secretary with such modi-  
11 fications.

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

13 (a) COORDINATING BODY.—

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

19 (A) administer funds provided under this  
20 Act;

21 (B) facilitate communication between the  
22 public and the Governor pertaining to issues  
23 impacting children and youth from birth  
24 through the transition to adulthood, including

1 issues pertaining to service coordination and in-  
2 tegration;

3 (C) identify and eliminate State barriers to  
4 the coordination and integration of programs,  
5 initiatives, and funding streams, and facilitate  
6 coordination and collaboration among State  
7 agencies serving children and youth;

8 (D) strengthen the capacity of State and  
9 local organizations to achieve positive outcomes  
10 for children and youth through training, tech-  
11 nical assistance, professional development, and  
12 other means;

13 (E) assist the Governor in developing and  
14 carrying out the State strategy; and

15 (F) coordinate the submission of the State  
16 application under subsection (b).

17 (2) DESIGNATION OF COORDINATING BODY.—

18 The Governor may designate an existing agency,  
19 Children’s Cabinet, P–20 Council, child and youth  
20 development partnership, or other organization as  
21 the coordinating body for student learning and de-  
22 velopment described in paragraph (1) if the agency,  
23 cabinet, council, partnership, or organization—

24 (A) performs duties similar to the duties  
25 described in paragraph (1); or

1 (B) if the duties of the agency, cabinet,  
2 council, partnership, or organization can be  
3 modified to include the duties described in  
4 paragraph (1).

5 (b) STATE APPLICATION.—

6 (1) IN GENERAL.—Each State desiring a grant  
7 under this Act shall submit to the Secretary an ap-  
8 plication at such time, in such manner, and con-  
9 taining such information as the Secretary may re-  
10 quire.

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

13 (A) STATE STRATEGY.—A description of  
14 how the State will develop the State strategy.

15 (B) GRANTS TO LOCAL CONSORTIA.—A de-  
16 scription of how subgrants to local consortia  
17 will be awarded pursuant to section 8 and how  
18 the subgrants will facilitate community plan-  
19 ning and effective service coordination, integra-  
20 tion, and provision at the local level to achieve  
21 the goals developed by the State pursuant to  
22 section 6(c)(1) within the context of local needs  
23 and priorities.

24 (C) CAPACITY BUILDING.—A description of  
25 how grant funds received under this Act will be

1 used to build State and local capacity through  
2 training, technical assistance, and professional  
3 development.

4 (D) ACCOUNTABILITY FOR RESULTS.—A  
5 description of the State’s plans to adhere to the  
6 accountability and transparency requirements  
7 described in section 12(b).

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

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

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

16 (1) the State shall use not less than 95 percent  
17 to award subgrants to local consortia under sub-  
18 section (b);

19 (2) the State may use not less than 3 percent  
20 for evaluation and capacity building activities, in-  
21 cluding training, technical assistance, and profes-  
22 sional development; and

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

1 (b) SUBGRANTS TO LOCAL CONSORTIA.—

2 (1) IN GENERAL.—A State that receives a  
3 grant under this Act shall use the portion of the  
4 grant funds described in subsection (a)(1) to award  
5 subgrants to local consortia.

6 (2) PRIORITY.—In awarding subgrants to local  
7 consortia, a State shall give priority to applications  
8 from local consortia—

9 (A) that—

10 (i) propose to serve children and  
11 youth in schools designated by the State  
12 educational agency as persistently lowest-  
13 achievement schools; or

14 (ii) that include at least one persist-  
15 ently lowest-achieving school, as deter-  
16 mined by the State; and

17 (B) that propose to provide a comprehen-  
18 sive continuum of services, including not less  
19 than 1 service from each of not less than 3 cat-  
20 egories of services described in paragraphs (3)  
21 through (11) of section 10(b), which proposal—

22 (i) shall be submitted by local con-  
23 sortia comprised of a broad representation  
24 of stakeholders and decisionmakers in the  
25 community, including a multitude of com-

1 community partners described in section  
2 4(5)(B); or

3 (ii) shall demonstrate the capacity for  
4 successful implementation through a his-  
5 tory of successful collaboration and effec-  
6 tiveness in strengthening outcomes for chil-  
7 dren and youth.

8 (3) DURATION OF GRANT.—Each subgrant  
9 awarded under this section shall be for a period of  
10 5 years and shall be renewable based on progress to-  
11 ward achieving the results described in section  
12 9(b)(2)(A).

13 (c) PLANNING GRANTS.—A State that receives a  
14 grant under this Act may award planning grants to local  
15 consortia to enable the local consortia to develop the local  
16 strategy described in section 9(b). Such planning grants  
17 shall be for a duration of—

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

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

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

1 (e) ALLOCATION TO RURAL AREAS.—

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

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

19 **SEC. 9. LOCAL CONSORTIUM APPLICATION; LOCAL CHILD**  
20 **AND YOUTH STRATEGY.**

21 (a) LOCAL CONSORTIUM APPLICATION.—

22 (1) IN GENERAL.—A local consortium that de-  
23 sires a subgrant under section 8 shall submit an ap-  
24 plication to the State at such time, in such manner,



1 and containing such information as the State may  
2 require.

3 (2) CONTENTS.—An application submitted  
4 under this section shall include—

5 (A) a description of the local consortium,  
6 including which public or nonprofit entity par-  
7 ticipating in the local consortium shall serve as  
8 the fiscal agent for the local consortium;

9 (B) the local child and youth strategy  
10 (hereafter in this Act referred to as “local  
11 strategy”) described in subsection (b); and

12 (C) a description of how the local strategy  
13 will be coordinated with the local educational  
14 agency plan required under section 1112 of the  
15 Elementary and Secondary Education Act of  
16 1965 (20 U.S.C. 6312).

17 (b) LOCAL STRATEGY.—

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

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

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

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

1           strengthen outcomes for young people from  
2           birth through the transition to adulthood.

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

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

- 13                           (i) Children are ready for school.
- 14                           (ii) Students are engaged and achiev-  
15                           ing in school.
- 16                           (iii) Students are physically, mentally,  
17                           socially, and emotionally healthy.
- 18                           (iv) Schools and neighborhoods are  
19                           safe and provide a positive climate for  
20                           learning.
- 21                           (v) Families are supportive and en-  
22                           gaged in their children’s education.
- 23                           (vi) Students are ready for postsec-  
24                           ondary education and 21st-century careers.

1 (vii) Students are contributing to  
2 their communities.

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

15 (i) into a community school site; and

16 (ii) through the presence of special-  
17 ized student support personnel and local  
18 educational agency liaisons for homeless  
19 children and youth designated pursuant to  
20 section 722(g)(1)(J)(ii) of the McKinney-  
21 Vento Homeless Assistance Act (42 U.S.C.  
22 11432(g)(1)(J)(ii)).

23 (C) NEEDS ASSESSMENT.—An analysis of  
24 the comprehensive needs of the students served

1 by the local consortium, their families, and the  
2 community that—

3 (i) includes input from students and  
4 parents;

5 (ii) assesses the academic, physical,  
6 social, emotional, health, mental health,  
7 and civic needs of students and their fami-  
8 lies; and

9 (iii) may impact students' ability to  
10 meet the challenging State student aca-  
11 demic achievement standards.

12 (D) SERVICE INTEGRATION AND PROVI-  
13 SION.—A plan to coordinate and integrate serv-  
14 ices and provide services in order to meet the  
15 needs identified under subparagraph (C) and  
16 achieve the results and aligned quantifiable in-  
17 dicators described in subparagraph (A), includ-  
18 ing—

19 (i) a description of the services admin-  
20 istered by members of the local consortium  
21 that are funded through grants provided  
22 under the Elementary and Secondary Edu-  
23 cation Act of 1965 (20 U.S.C. 6301 et  
24 seq.) that will be coordinated as part of the  
25 subgrant provided under section 8; and

1 (ii) if applicable, a description of the  
2 coordination among services provided by  
3 community-based organizations and serv-  
4 ices provided by specialized instructional  
5 support personnel serving local educational  
6 agencies participating in the local consor-  
7 tium.

8 (E) COMMUNITY ENGAGEMENT IN EDU-  
9 CATION.—A plan to increase community en-  
10 gagement in education.

11 (F) FAMILY ENGAGEMENT IN EDU-  
12 CATION.—A plan to increase family engagement  
13 in education.

14 (3) EXISTING PLANS, STRATEGIES, AND AS-  
15 SESSMENTS.—Existing plans, strategies, needs as-  
16 sessments, or assets assessments may be used to  
17 satisfy the requirements of this section if such exist-  
18 ing plans, strategies, needs assessments, or assets  
19 assessments include the information required by this  
20 section, or can be modified to do so, and are sub-  
21 mitted to the Secretary with such modifications.

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

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

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

5           (2) to implement the comprehensive, coordi-  
6 nated continuum of services described in paragraph  
7 (1) through research-based services producing quan-  
8 tifiable results that align with the local results  
9 framework described in section 9(b)(2)(A);

10          (3) to address the needs identified in the needs  
11 assessment carried out pursuant to section  
12 9(b)(2)(C) by leveraging the assets identified in the  
13 assets assessment carried out pursuant to section  
14 9(b)(2)(B); and

15          (4) if applicable, to coordinate efforts with the  
16 specialized instructional support personnel serving  
17 local educational agencies participating in the local  
18 consortium.

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

- 1           (1) community-based, integrated student serv-  
2       ices;
- 3           (2) full service community schools;
- 4           (3) high-quality early childhood development,  
5       including—
- 6           (A) early childhood education;
- 7           (B) programs under the Head Start Act  
8       (42 U.S.C. 9831 et seq.), including Early Head  
9       Start programs;
- 10          (C) early reading first programs;
- 11          (D) child care services;
- 12          (E) early childhood-school transition serv-  
13       ices;
- 14          (F) home visiting;
- 15          (G) parenting education; and
- 16          (H) services for young children with spe-  
17       cial needs;
- 18       (4) academic support services, including—
- 19           (A) tutoring;
- 20           (B) extended day programs, including serv-  
21       ices provided through 21st Century Community  
22       Learning Centers under part B of title IV of  
23       the Elementary and Secondary Education Act  
24       of 1965 (20 U.S.C. 7171 et seq.);

1 (C) academic support services for English-  
2 language learners;

3 (D) programs for students and parents to  
4 learn together, including opportunities in such  
5 fields as technology, art, music, and language  
6 acquisition;

7 (E) multiple pathways toward attaining a  
8 high school diploma and preparing students for  
9 college, including—

10 (i) dual enrollment programs;

11 (ii) early college high schools;

12 (iii) strategies for preventing at-risk  
13 youth from dropping out of high school;

14 (iv) dropout recovery strategies, in-  
15 cluding strategies that award credit based  
16 on student performance instead of instruc-  
17 tional time; and

18 (v) other activities that combine rig-  
19 orous coursework, personalized learning  
20 environments, practical applications, and  
21 comprehensive support services;

22 (F) summer enrichment and learning expe-  
23 riences; and

24 (G) services for students with disabilities;

25 (5) health services, including—



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

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

3           (A) family support programs, including  
4       housing assistance, counseling, financial edu-  
5       cation, crisis intervention, and related services;

6           (B) programs that provide assistance to  
7       students who have been truant, suspended, or  
8       expelled;

9           (C) programs or efforts intended to iden-  
10      tify young people without a high school diploma  
11      and reengage the young people in school so that  
12      the young people may attain a high school di-  
13      ploma; and

14          (D) strategies that engage older adults as  
15      resources to students and families;

16       (8) parent and adult education programs, in-  
17      cluding—

18          (A) programs that promote family literacy,  
19      including family literacy programs for English-  
20      language learners and Even Start;

21          (B) parent and caregiver leadership and  
22      parent and caregiver education activities;

23          (C) translation services;

1 (D) adult education, including instruction  
2 in English as a second language, and job train-  
3 ing; and

4 (E) citizenship preparation for individuals  
5 choosing to become United States citizens;

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

8 (A) youth courts, teen courts, peer juries,  
9 and drug courts; and

10 (B) tribal youth programs;

11 (10) specialized instructional support services,  
12 including specialized instructional support personnel;

13 (11) service coordination staffing that ensures  
14 young people receive comprehensive services to meet  
15 the holistic needs of the young people;

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

20 (13) training, technical assistance, and profes-  
21 sional development for school-based and community-  
22 based personnel providing comprehensive services to  
23 children and youth;

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

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

7           (16) other services consistent with this section.

8 **SEC. 11. CONSTRUCTION.**

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

16 **SEC. 12. ACCOUNTABILITY AND TRANSPARENCY.**

17          (a) **FEDERAL ACCOUNTABILITY AND TRANS-**  
18          **PARENCY.—**

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

22                    (A) the collective progress made by—

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

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

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

7 (i) the characteristics of the young  
8 people and families served by the activities  
9 and services assisted under this Act;

10 (ii) the services and supports provided  
11 under this Act; and

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

14 (C) actions taken pursuant to paragraph  
15 (2) regarding misuse or ineffective use of funds;  
16 and

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

19 (2) CORRECTION OF DEFICIENCIES.—If the  
20 Secretary determines, based on a review of State an-  
21 nual reports, State strategies, State data submis-  
22 sions, evaluations, or other documentation, that a  
23 State or entity that receives funds through a grant  
24 or contract made under this Act makes insufficient  
25 progress toward achieving the goals established with-

1 in the State results framework pursuant to section  
2 6(c)(1) within 3 years of receiving a grant under  
3 section 5(a), or is misusing, ineffectively using, or  
4 otherwise not complying with the requirements of  
5 this Act, the Secretary shall—

6 (A) notify the State of the deficiencies that  
7 require correction and request that the State  
8 submit a plan to correct the deficiencies;

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

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

21 (i) terminate the provision of funds  
22 under this Act to the State or entity for  
23 the remainder of the period of the grant or  
24 contract; and

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

4 (3) INDEPENDENT ONGOING EVALUATION.—

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

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

23 (C) EVALUATION OUTCOMES.—

24 (i) IN GENERAL.—The evaluation re-  
25 quired under this paragraph shall measure

1 the process of developing and imple-  
2 menting effective partnerships among  
3 schools, school districts, families, students,  
4 and community partners, as well as the im-  
5 pact of activities conducted under this Act,  
6 which may include impacts on the fol-  
7 lowing outcomes:

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

12 (II) Graduation rates.

13 (III) School readiness.

14 (IV) Numbers of detentions, sus-  
15 pensions, and expulsions.

16 (V) Enrollment in postsecondary  
17 education.

18 (VI) The degree of communica-  
19 tion between schools and families.

20 (VII) The degree of parental par-  
21 ticipation in school activities.

22 (VIII) Student health, including  
23 mental health and risk factors at  
24 birth.

25 (IX) Student civic participation.



1 (X) Attendance.

2 (XI) The number of students and  
3 families receiving services.

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

11 (ii) DISAGGREGATION.—The outcomes  
12 described in clause (i) shall be  
13 disaggregated by gender, race, and family  
14 income.

15 (b) STATE ACCOUNTABILITY AND TRANSPARENCY.—

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

20 (A) progress made toward achieving—

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

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

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

7 (i) the characteristics of the young  
8 people and families served by the activities  
9 and services assisted under this Act;

10 (ii) the services and supports provided  
11 under this Act; and

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

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

16 (D) the extent of coordination between  
17 State departments and agencies providing youth  
18 services in place to achieve the goals within the  
19 State results framework pursuant to section  
20 6(e)(1);

21 (E) the extent to which the objectives and  
22 budgets of State departments and agencies pro-  
23 viding child and youth services were consistent  
24 with the recommendations of the State strategy  
25 for the preceding year;

1 (F) the efficiency and adequacy of State  
2 and local programs and policies with respect to  
3 child and youth services;

4 (G) actions taken pursuant to paragraph  
5 (2) regarding misuse or ineffective use of funds;  
6 and

7 (H) other information the State determines  
8 to be of interest to the public.

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

20 (A) notify the local consortium of the defi-  
21 ciencies that require correction and request that  
22 the consortium submit a plan to correct the de-  
23 ficiencies;

24 (B) negotiate a plan to correct the defi-  
25 ciencies, and provide appropriate training or

1 technical assistance designed to assist the local  
2 consortium in complying with the requirements  
3 of this Act; and

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

17 (c) LOCAL ACCOUNTABILITY AND TRANSPARENCY.—  
18 On an annual basis, each local consortium shall report to  
19 the public and the State such information as the State  
20 may reasonably require, including—

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

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

4           (A) the characteristics of the young people  
5 and families served by the activities and serv-  
6 ices assisted under this Act;

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

9           (C) outcomes resulting from the activities  
10 and services funded under this Act;

11          (3) information on State barriers to effective  
12 local coordination;

13          (4) the extent of coordination between local  
14 agencies and organizations providing services to  
15 achieve the goals within the local results framework  
16 pursuant to section 9(b)(2)(A); and

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

19 **SEC. 13. AUTHORIZATION OF APPROPRIATIONS.**

20          There are authorized to be appropriated to carry out  
21 this Act \$2,500,000,000 for each of fiscal years 2012  
22 through 2016.

○