

114TH CONGRESS
1ST SESSION

S. 514

To amend the Elementary and Secondary Education Act of 1965 to establish the Promise Neighborhoods program.

IN THE SENATE OF THE UNITED STATES

FEBRUARY 12, 2015

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

A BILL

To amend the Elementary and Secondary Education Act of 1965 to establish the Promise Neighborhoods program.

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

3 **SECTION 1. SHORT TITLE.**

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

6 **SEC. 2. PROMISE NEIGHBORHOODS.**

7 Title IV of the Elementary and Secondary Education
8 Act of 1965 (20 U.S.C. 7101 et seq.) is amended by add-
9 ing at the end the following:

1 **“PART D—PROMISE NEIGHBORHOODS**

2 **“SEC. 4401. SHORT TITLE.**

3 “‘This part may be cited as the ‘Promise Neighbor-
4 hoods Act of 2015’.

5 **“SEC. 4402. PURPOSE.**

6 “‘The purpose of this part is to significantly improve
7 the academic and developmental outcomes of children liv-
8 ing in our Nation’s most distressed communities from
9 birth through college and career entry, including ensuring
10 school readiness, high school graduation, and college and
11 career readiness for such children, through the use of
12 data-driven decisionmaking and access to a community-
13 based continuum of high-quality services, beginning at
14 birth.

15 **“SEC. 4403. DEFINITIONS.**

16 “‘In this part:

17 “(1) CHILD.—The term ‘child’ means an indi-
18 vidual from birth through age 21.

19 “(2) COLLEGE AND CAREER READINESS.—The
20 term ‘college and career readiness’ means the level
21 of preparation a student needs in order to meet the
22 State academic content and achievement standards
23 under section 1111(b)(1).

24 “(3) COMMUNITY OF PRACTICE.—The term
25 ‘community of practice’ means a group of entities
26 that interact regularly to share best practices to ad-

1 dress 1 or more persistent problems, or improve
2 practice with respect to such problems, in 1 or more
3 neighborhoods.

4 “(4) COMPREHENSIVE SCHOOL READINESS AS-
5 SESSMENT.—The term ‘comprehensive school readi-
6 ness assessment’ means an objective tool that—

7 “(A) screens for school readiness across
8 domains, including language, cognitive, phys-
9 ical, motor, sensory, and social-emotional do-
10 mains, and through a developmental screening;
11 and

12 “(B) may also include other sources of in-
13 formation, such as child observations by parents
14 and others, verbal and written reports, child
15 work samples (for children aged 3 to 5), and
16 health and developmental histories.

17 “(5) DEVELOPMENTAL SCREENING.—The term
18 ‘developmental screening’ means the use of a stand-
19 ardized tool to identify a child who may be at risk
20 of a developmental delay or disorder.

21 “(6) EXPANDED LEARNING TIME.—The term
22 ‘expanded learning time’ means the activities and
23 programs described in subparagraphs (A) and (B) of
24 section 4201(b)(1).

1 “(7) FAMILY AND COMMUNITY ENGAGEMENT.—

2 The term ‘family and community engagement’
3 means the process of engaging family and commu-
4 nity members in education meaningfully and at all
5 stages of the planning, implementation, and school
6 and neighborhood improvement process, including,
7 at a minimum—

8 “(A) disseminating a clear definition of the
9 neighborhood to the members of the neighbor-
10 hood;

11 “(B) ensuring representative participation
12 by the members of such neighborhood in the
13 planning and implementation of the activities of
14 each grant awarded under this part;

15 “(C) regular engagement by the eligible
16 entity and the partners of the eligible entity
17 with family members and community partners;

18 “(D) the provision of strategies and prac-
19 tices to assist family and community members
20 in actively supporting student achievement and
21 child development; and

22 “(E) collaboration with institutions of
23 higher education, workforce development cen-
24 ters, and employers to align expectations and
25 programming with college and career readiness.

1 “(8) FAMILY AND STUDENT SUPPORTS.—The
2 term ‘family and student supports’ includes—

3 “(A) health programs (including both men-
4 tal health and physical health services);

5 “(B) school, public, and child-safety pro-
6 grams;

7 “(C) programs that improve family sta-
8 bility;

9 “(D) workforce development programs (in-
10 cluding those that meet local business needs,
11 such as internships and externships);

12 “(E) social service programs;

13 “(F) legal aid programs;

14 “(G) financial literacy education programs;

15 “(H) adult education and family literacy
16 programs;

17 “(I) parent, family, and community en-
18 gagement programs; and

19 “(J) programs that increase access to
20 learning technology and enhance the digital lit-
21 eracy skills of students.

22 “(9) FAMILY MEMBER.—The term ‘family
23 member’ means a parent, relative, or other adult
24 who is responsible for the education, care, and well-
25 being of a child.

1 “(10) INTEGRATED STUDENT SUPPORTS.—The
2 term ‘integrated student supports’ means wrap-
3 around services, supports, and community resources,
4 which shall be offered through a site coordinator for
5 at-risk students, that have been shown by evidence-
6 based research—

7 “(A) to increase academic achievement and
8 engagement;

9 “(B) to support positive child development;
10 and

11 “(C) to increase student preparedness for
12 success in college and the workforce.

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

19 “(12) PIPELINE SERVICES.—The term ‘pipeline
20 services’ means a continuum of supports and serv-
21 ices for children from birth through college entry,
22 college success, and career attainment, including, at
23 a minimum, strategies to address through services or
24 programs (including integrated student supports)
25 the following:

1 “(A) Prenatal education and support for
2 expectant parents.

3 “(B) High-quality early learning opportu-
4 nities.

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

7 “(D) Support for a child’s transition to el-
8 elementary school, including the administration
9 of a comprehensive school readiness assessment.

10 “(E) Support for a child’s transition from
11 elementary school to middle school, from middle
12 school to high school, and from high school into
13 and through college and into the workforce.

14 “(F) Family and community engagement.

15 “(G) Family and student supports.

16 “(H) Activities that support college and
17 career readiness, including coordination between
18 such activities, such as—

19 “(i) assistance with college admis-
20 sions, financial aid, and scholarship appli-
21 cations, especially for low-income and low-
22 achieving students; and

23 “(ii) career preparation services and
24 supports.

1 cient size and scope to allow the eligible entity to
2 carry out the purpose of this part.

3 “(b) DURATION.—A grant awarded under this sub-
4 part shall be for a period of not more than 5 years.

5 “(c) CONTINUED FUNDING.—Continued funding of a
6 grant under this subpart, including a grant renewed under
7 subsection (b)(2), after the third year of the grant period
8 shall be contingent on the eligible entity’s progress toward
9 meeting the performance metrics described in section
10 4416(a).

11 “(d) MATCHING REQUIREMENT.—

12 “(1) IN GENERAL.—Each eligible entity receiv-
13 ing a grant under this subpart shall contribute
14 matching funds in an amount equal to not less than
15 100 percent of the amount of the grant. Such
16 matching funds shall come from Federal, State,
17 local, and private sources.

18 “(2) PRIVATE SOURCES.—The Secretary—

19 “(A) shall require that a portion of the
20 matching funds come from private sources; and

21 “(B) may allow the use of in-kind dona-
22 tions to satisfy the matching funds require-
23 ment.

24 “(3) ADJUSTMENT.—The Secretary may adjust
25 the matching funds requirement for applicants that

1 demonstrate high need, including applicants from
2 rural areas or applicant that wish to provide services
3 on tribal lands.

4 “(e) FINANCIAL HARDSHIP WAIVER.—

5 “(1) IN GENERAL.—The Secretary may waive
6 or reduce, on a case-by-case basis, the matching re-
7 quirement described in subsection (d), for a period
8 of 1 year at a time, if the eligible entity dem-
9 onstrates significant financial hardship.

10 “(2) PRIVATE SOURCES WAIVER.—The Sec-
11 retary may waive or reduce, on a case-by-case basis,
12 the requirement described in subsection (d) that a
13 portion of matching funds come from private sources
14 if the eligible entity demonstrates an inability to ac-
15 cess such funds in the State.

16 **“SEC. 4412. ELIGIBLE ENTITIES.**

17 “In this subpart, the term ‘eligible entity’ means—

18 “(1) an institution of higher education, as de-
19 fined in section 102 of the Higher Education Act of
20 1965;

21 “(2) an Indian tribe or tribal organization, as
22 defined under section 4 of the Indian Self-Deter-
23 mination and Education Assistance Act (25 U.S.C.
24 450b); or

1 “(3) not less than 1 nonprofit entity working in
2 coordination with not less than 1 of the following en-
3 tities:

4 “(A) A high-need local educational agency.

5 “(B) A charter school funded by the Bu-
6 reau of Indian Education that is not a local
7 educational agency, except that such school
8 shall not be the fiscal agent for the eligible enti-
9 ty partnership.

10 “(C) An institution of higher education, as
11 defined in section 102 of the Higher Education
12 Act of 1965.

13 “(D) The office of a chief elected official of
14 a unit of local government.

15 “(E) An Indian tribe or tribal organiza-
16 tion, as defined under section 4 of the Indian
17 Self-Determination and Education Assistance
18 Act (25 U.S.C. 450b).

19 **“SEC. 4413. APPLICATION REQUIREMENTS.**

20 “(a) IN GENERAL.—An eligible entity desiring a
21 grant under this subpart shall submit an application to
22 the Secretary at such time, in such manner, and con-
23 taining such information as the Secretary may require.

1 “(b) CONTENTS OF APPLICATION.—At a minimum,
2 an application described in subsection (a) shall include the
3 following:

4 “(1) A plan to significantly improve the aca-
5 demic outcomes of children living in a neighborhood
6 that is served by the eligible entity, by providing
7 pipeline services that address the needs of children
8 in the neighborhood, as identified by the needs anal-
9 ysis described in paragraph (4) and supported by
10 evidence-based practices.

11 “(2) A description of the neighborhood that the
12 eligible entity will serve.

13 “(3) Measurable annual goals for the outcomes
14 of the grant, including—

15 “(A) performance goals, in accordance with
16 the metrics described in section 4416(a), for
17 each year of the grant; and

18 “(B) projected participation rates and any
19 plans to expand the number of children served
20 or the neighborhood proposed to be served by
21 the grant program.

22 “(4) An analysis of the needs and assets of the
23 neighborhood identified in paragraph (2), includ-
24 ing—

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

6 “(B) an analysis of community assets, in-
7 cluding programs already provided from Fed-
8 eral and non-Federal sources, within, or acces-
9 sible to, the neighborhood, including, at a min-
10 imum—

11 “(i) early learning programs, includ-
12 ing high-quality child care, Early Head
13 Start programs, Head Start programs, and
14 prekindergarten programs;

15 “(ii) the availability of healthy food
16 options and opportunities for physical ac-
17 tivity;

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

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

22 “(v) institutions of higher education;

23 “(C) evidence of successful collaboration
24 within the neighborhood;

1 “(D) the steps that the eligible entity is
2 taking, at the time of the application, to ad-
3 dress the needs identified in the needs analysis;
4 and

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

8 “(5) A description of the data used to identify
9 the pipeline services to be provided, including data
10 regarding—

11 “(A) school readiness;

12 “(B) academic achievement and college
13 and career readiness;

14 “(C) graduation rates;

15 “(D) health indicators;

16 “(E) rates of enrollment, remediation, per-
17 sistence, and completion at institutions of high-
18 er education, as available; and

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

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

25 “(7) An estimate of—

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

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

8 “(8) A description of how the pipeline services
9 will facilitate the coordination of the following activi-
10 ties:

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

14 “(i) supporting high-quality early
15 learning opportunities that provide chil-
16 dren with access to programs that support
17 the cognitive and developmental skills, in-
18 cluding social and emotional skills, needed
19 for success in elementary school;

20 “(ii) providing for opportunities,
21 through parenting classes, baby academies,
22 home visits, family and community engage-
23 ment, or other evidence-based strategies,
24 for families and expectant parents to—

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

8 “(II) learn about the role of fam-
9 ilies and expectant parents in their
10 child’s education; and

11 “(III) become informed about
12 educational opportunities for their
13 children, including differences in qual-
14 ity among early learning opportuni-
15 ties;

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

23 “(iv) ensuring appropriate screening,
24 diagnostic assessments, and referrals for
25 children with disabilities, developmental

1 delays, or other special needs, consistent
2 with the Individuals with Disabilities Edu-
3 cation Act (20 U.S.C. 1400 et seq.), where
4 applicable;

5 “(v) improving the early learning
6 workforce in the community, including
7 through—

8 “(I) investments in the recruit-
9 ment, retention, distribution, and sup-
10 port of high-quality professionals, es-
11 pecially those with certification and
12 experience in child development;

13 “(II) the provision of high-quality
14 teacher preparation and professional
15 development; or

16 “(III) the use of joint profes-
17 sional development for early learning
18 providers and elementary school
19 teachers and administrators; and

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

1 “(B) Supporting, enhancing, operating, or
2 expanding rigorous and comprehensive edu-
3 cation reforms designed to significantly improve
4 educational outcomes for children in early
5 learning programs through grade 12, which
6 may include—

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

11 “(ii) providing expanded learning
12 time, which may include the integration
13 and use of arts education in such learning
14 time; and

15 “(iii) providing programs and activi-
16 ties that ensure that students—

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

20 “(II) graduate college and career
21 ready.

22 “(C) Supporting access to a healthy life-
23 style, which may include—

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

1 “(ii) access to programs that promote
2 physical activity, physical education, and
3 fitness; and

4 “(iii) education to promote a healthy
5 lifestyle and positive body image.

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

11 “(i) dental services;

12 “(ii) vision care; and

13 “(iii) speech, language, and auditory
14 screenings and referrals.

15 “(E) Supporting students and family mem-
16 bers as the students transition from early learn-
17 ing programs into elementary school, from ele-
18 mentary school to middle school, from middle
19 school to high school, from high school into and
20 through college and into the workforce, includ-
21 ing through evidence-based strategies to ad-
22 dress challenges that students may face as they
23 transition, such as the following:

24 “(i) Early college high schools.

25 “(ii) Dual enrollment programs.

1 “(iii) Career academies.

2 “(iv) Counseling and support services.

3 “(v) Dropout prevention and recovery
4 strategies.

5 “(vi) Collaboration with the juvenile
6 justice system and reentry counseling for
7 adjudicated youth.

8 “(vii) Advanced Placement or Inter-
9 national Baccalaureate courses.

10 “(viii) Teen parent classrooms.

11 “(ix) Graduation and career coaches.

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

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

1 “(11) An explanation of how the eligible entity
2 will continuously evaluate and improve the con-
3 tinuum of high-quality pipeline services, including—

4 “(A) a description of the metrics, con-
5 sistent with section 4416(a), that will be used
6 to inform each component of the pipeline; and

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

12 “(12) An identification of the fiscal agent,
13 which may be any entity described in section 4412
14 (not including paragraph (2) of such section).

15 “(13) A list of the non-Federal sources of fund-
16 ing that the eligible entity will secure to comply with
17 the matching funds requirement described in section
18 4411(d), in addition to other programs from which
19 the eligible entity has already secured funding, in-
20 cluding programs funded by the Department or pro-
21 grams of the Department of Health and Human
22 Services, the Department of Housing and Urban De-
23 velopment, the Department of Justice, or the De-
24 partment of Labor.

1 “(c) MEMORANDUM OF UNDERSTANDING.—An eligi-
2 ble entity, as part of the application described in this sec-
3 tion, shall submit a preliminary memorandum of under-
4 standing, signed by each partner entity or agency. The
5 preliminary memorandum of understanding shall describe,
6 at a minimum—

7 “(1) each partner’s financial and programmatic
8 commitment with respect to the strategies described
9 in the application, including an identification of the
10 fiscal agent;

11 “(2) each partner’s long-term commitment to
12 providing pipeline services that, at a minimum, ac-
13 counts for the cost of supporting the continuum of
14 supports and services (including a plan for how to
15 support services and activities after grant funds are
16 no longer available) and potential changes in local
17 government;

18 “(3) each partner’s mission and the plan that
19 will govern the work that the partners do together;

20 “(4) each partner’s long-term commitment to
21 supporting the continuum of supports and services
22 through data collection, monitoring, reporting, and
23 sharing; and

1 “(5) each partner’s commitment to ensure
2 sound fiscal management and controls, including evi-
3 dence of a system of supports and personnel.

4 **“SEC. 4414. USE OF FUNDS.**

5 “(a) IN GENERAL.—Each eligible entity that receives
6 a grant under this subpart shall use the grant funds to—

7 “(1) support planning activities to develop and
8 implement pipeline services;

9 “(2) implement the pipeline services, as de-
10 scribed in the application under section 4413; and

11 “(3) continuously evaluate the success of the
12 program and improve the program based on data
13 and outcomes.

14 “(b) SPECIAL RULES.—

15 “(1) FUNDS FOR PIPELINE SERVICES.—Each
16 eligible entity that receives a grant under this sub-
17 part, for the first and second year of the grant, shall
18 use not less than 50 percent of the grant funds to
19 carry out the activities described in subsection
20 (a)(1).

21 “(2) OPERATIONAL FLEXIBILITY.—Each eligi-
22 ble entity that operates a school in a neighborhood
23 served by a grant program under this subpart shall
24 provide such school with the operational flexibility,
25 including autonomy over staff, time, and budget,

1 needed to effectively carry out the activities de-
2 scribed in the application under section 4413.

3 “(3) LIMITATION ON USE OF FUNDS FOR
4 EARLY CHILDHOOD EDUCATION PROGRAMS.—Funds
5 under this subpart that are used to improve early
6 childhood education programs shall not be used to
7 carry out any of the following activities:

8 “(A) Assessments that provide rewards or
9 sanctions for individual children or teachers.

10 “(B) A single assessment that is used as
11 the primary or sole method for assessing pro-
12 gram effectiveness.

13 “(C) Evaluating children, other than for
14 the purposes of improving instruction, class-
15 room environment, professional development, or
16 parent and family engagement, or program im-
17 provement.

18 **“SEC. 4415. REPORT AND PUBLICLY AVAILABLE DATA.**

19 “(a) REPORT.—Each eligible entity that receives a
20 grant under this subpart shall prepare and submit an an-
21 nual report to the Secretary, which shall include—

22 “(1) information about the number and per-
23 centage of children in the neighborhood who are
24 served by the grant program, including a description
25 of the number and percentage of children accessing

1 each support or service offered as part of the pipe-
2 line services;

3 “(2) information relating to the performance
4 metrics described in section 4416(a); and

5 “(3) other indicators that may be required by
6 the Secretary, in consultation with the Director of
7 the Institute of Education Sciences.

8 “(b) PUBLICLY AVAILABLE DATA.—Each eligible en-
9 tity that receives a grant under this subpart shall make
10 publicly available, including through electronic means, the
11 information described in subsection (a). To the extent
12 practicable, such information shall be provided in a form
13 and language accessible to parents and families in the
14 neighborhood, and such information shall be a part of
15 statewide longitudinal data systems.

16 **“SEC. 4416. PERFORMANCE ACCOUNTABILITY AND EVALUA-**
17 **TION.**

18 “(a) PERFORMANCE METRICS.—Each eligible entity
19 that receives a grant under this subpart shall collect data
20 on performance indicators of pipeline services and family
21 and student supports and report the results to the Sec-
22 retary, who shall use the results as a consideration in con-
23 tinuing grants after the third year and in awarding grant
24 renewals. The indicators shall, at a minimum, include the
25 following:

1 “(1) Evidence of increasing qualifications for
2 staff in early care and education programs attended
3 by children in the neighborhood.

4 “(2) With respect to the children served by the
5 grant—

6 “(A) the percentage of children who are
7 ready for kindergarten, as measured by a com-
8 prehensive developmental screening instrument;

9 “(B) the percentage of school-age children
10 proficient in core academic subjects;

11 “(C) evidence of narrowing student
12 achievement gaps among the categories de-
13 scribed in section 1111(b)(3)(C)(xiii);

14 “(D) the percentage of children who are
15 reading at grade level by the end of grade 3;

16 “(E) the percentage of children who suc-
17 cessfully transition from grade 8 to grade 9;

18 “(F) for each school year during the grant
19 period, the percentage of students in prekind-
20 garten, elementary school, and secondary school
21 who miss more than 10 percent of school days
22 for any reason, excused or unexcused, and the
23 number and percentage of students who are
24 suspended or expelled for any reason, starting
25 in prekindergarten;

1 “(G) the percentage of children who grad-
2 uate with a high school diploma;

3 “(H) the percentage of children who enter
4 postsecondary education and remain after 1
5 year;

6 “(I) the percentage of children who are
7 healthy, as measured by a child-health index
8 that includes cognitive, nutritional, physical, so-
9 cial, mental-health, and emotional domains;

10 “(J) the percentage of children who feel
11 safe, as measured by a school climate survey;

12 “(K) rates of student mobility and home-
13 lessness;

14 “(L) opportunities for family members of
15 children to receive education and job training;
16 and

17 “(M) the percentage of children who have
18 digital literacy skills and access to broadband
19 internet and a connected computing device at
20 home and at school.

21 “(b) EVALUATION.—The Secretary shall evaluate the
22 implementation and impact of the activities funded under
23 this subpart, in accordance with section 9601.

1 **“Subpart 2—Promise School Grants**

2 **“SEC. 4421. PROGRAM AUTHORIZED.**

3 “(a) IN GENERAL.—

4 “(1) PROGRAM AUTHORIZED.—From amounts
5 appropriated to carry out this subpart, the Secretary
6 shall award grants, on a competitive basis, to eligible
7 entities to implement school-centered, evidence-based
8 strategies and integrated student supports that le-
9 verage community partnerships to improve student
10 achievement and child development by carrying out
11 the activities described in section 4424 in schools
12 with high concentrations of low-income children.

13 “(2) SUFFICIENT SIZE AND SCOPE.—Each
14 grant awarded under this subpart shall be of suffi-
15 cient size and scope to allow the eligible entity to
16 carry out the purpose of this part.

17 “(b) GENERAL PROVISIONS.—The requirements of
18 subsections (b), (c), (d), and (e) of section 4411 and sec-
19 tion 4414(b) shall apply to a grant under this subpart in
20 the same manner as such subsections apply to a grant
21 under subpart 1, except that the performance metrics used
22 for section 4411(c) shall be the metrics under section
23 4426(a).

24 **“SEC. 4422. DEFINITION OF ELIGIBLE ENTITY.**

25 “‘In this subpart, the term ‘eligible entity’ means—

1 “(1) not less than 1 high-need local educational
2 agency (including a charter school that is a local
3 educational agency) in partnership with 1 or more
4 nonprofit entities or institutions of higher education;
5 or

6 “(2) a school funded by the Bureau of Indian
7 Education that falls under the definition of a local
8 educational agency in partnership with 1 or more
9 nonprofit entities or institutions of higher education.

10 **“SEC. 4423. APPLICATION REQUIREMENTS; PRIORITY.**

11 “(a) IN GENERAL.—An eligible entity desiring a
12 grant under this subpart shall submit an application to
13 the Secretary at such time, in such manner, and con-
14 taining such information as the Secretary may require.

15 “(b) CONTENTS OF APPLICATION.—At a minimum,
16 the application described in subsection (a) shall include
17 the following:

18 “(1) A description of the local educational agen-
19 cy, schools, and students that will be served by the
20 grant program.

21 “(2) A description of the steps that the eligible
22 entity is taking—

23 “(A) to meet the needs identified in the
24 analysis described in paragraph (4); and

1 “(B) to remove any barriers that the eligi-
2 ble entity has identified in meeting such needs.

3 “(3) The designation of a site coordinator, with
4 appropriate qualifications and appropriate time, au-
5 tonomy, and support to provide—

6 “(A) leadership in building relationships
7 and establishing and sustaining partnerships
8 that support school improvement, school turn-
9 around efforts in accordance with the State ac-
10 countability system included in the State plan
11 submitted to the Secretary, increases in student
12 achievement, positive child development, and
13 parent, family, and community engagement;
14 and

15 “(B) effective coordination of student serv-
16 ices at all stages of the continuum of high-qual-
17 ity pipeline services.

18 “(4) An analysis of the needs and assets of the
19 schools and communities that will be assisted under
20 the grant. Such analysis shall include—

21 “(A) student data, including information
22 about—

23 “(i) kindergarten readiness, as meas-
24 ured by a comprehensive developmental
25 screening instrument;

- 1 “(ii) academic achievement;
 2 “(iii) credit accumulation;
 3 “(iv) grade-to-grade promotion;
 4 “(v) graduation;
 5 “(vi) attendance; and
 6 “(vii) discipline; and

7 “(B) information about the assets de-
 8 scribed in section 4413(b)(4)(B) with respect to
 9 such schools and communities.

10 “(5) An explanation of how the eligible entity
 11 and its program partners will use evidence-based
 12 practice, data, research, and partnerships to provide
 13 pipeline services that—

14 “(A) address the needs identified in para-
 15 graph (4);

16 “(B) conduct family and community en-
 17 gagement;

18 “(C) enable teachers and administrators,
 19 including early learning providers, to com-
 20 plement and enrich efforts to help children—

21 “(i) achieve learning gains;

22 “(ii) prepare for graduation; and

23 “(iii) plan for the future, including
 24 preparing for college and careers; and

1 “(D) coordinate and leverage other pro-
2 grams that serve children, the schools served by
3 the grant, and the neighborhood.

4 “(6) An explanation of the extent to which the
5 eligible entity and its program partners will serve or
6 involve children residing in the neighborhood regard-
7 less of whether such children attend a school served
8 by the grant, including by carrying out the activities
9 described in section 4413(b)(8).

10 “(7) A description of the capacity of the eligible
11 entity for measuring student outcomes and school-
12 specific outcomes.

13 “(8) A description of how the strategies sup-
14 ported with funds under this subpart will be—

15 “(A) coordinated with other programs and
16 strategies carried out by the local educational
17 agency; and

18 “(B) to the greatest extent practicable, co-
19 ordinated with other agencies, such as agencies
20 that provide reentry services to adjudicated
21 youth.

22 “(9) A description of the strategy the eligible
23 entity will use to—

24 “(A) conduct family and community en-
25 gagement; and

1 “(B) make schools the centers of their re-
2 spective communities.

3 “(10) A list of the non-Federal sources of fund-
4 ing that the eligible entity will secure to comply with
5 the matching funds requirement pursuant to sec-
6 tions 4411(d) and 4421, in addition to other pro-
7 grams the eligible entity has already secured funding
8 from, including programs funded by the Depart-
9 ment, or programs of the Department of Health and
10 Human Services, the Department of Housing and
11 Urban Development, the Department of Justice, or
12 the Department of Labor.

13 “(c) MEMORANDUM OF UNDERSTANDING.—An eligi-
14 ble entity, as part of the application described in this sec-
15 tion, shall submit a preliminary memorandum of under-
16 standing that meets the requirements of section 4413(c).

17 “(d) PRIORITY.—In awarding grants under this sub-
18 part, the Secretary shall give priority to applicants that—

19 “(1) propose to include significant investments,
20 as determined by the Secretary, in high-quality early
21 learning programs, consistent with section
22 4413(b)(8)(A); and

23 “(2) provide schools served by the grant with
24 the operational flexibility, including autonomy over
25 staff, time, and budget, needed to effectively carry

1 out the activities described in the application under
2 this section.

3 **“SEC. 4424. USE OF FUNDS.**

4 “(a) IN GENERAL.—Each eligible entity that receives
5 a grant under this subpart shall use the grant funds to—

6 “(1) implement the activities described in the
7 application under section 4423; and

8 “(2) continuously evaluate the success of the
9 grant program and improve the grant program
10 based on data and outcomes.

11 “(b) SPECIAL RULE.—

12 “(1) LIMITATION ON USE OF FUNDS FOR
13 EARLY CHILDHOOD EDUCATION PROGRAMS.—Funds
14 under this subpart that are used to improve early
15 childhood education programs shall not be used to
16 carry out any of the following activities:

17 “(A) Assessments that provide rewards or
18 sanctions for individual children or teachers.

19 “(B) A single assessment that is used as
20 the primary or sole method for assessing pro-
21 gram effectiveness.

22 “(C) Evaluating children, other than for
23 the purposes of improving instruction, class-
24 room environment, professional development, or

1 parent and family engagement, or program im-
2 provement.

3 **“SEC. 4425. REPORT AND PUBLICLY AVAILABLE DATA.**

4 “(a) REPORT.—Each eligible entity that receives a
5 grant under this subpart shall prepare and submit an an-
6 nual report to the Secretary, which shall include—

7 “(1) information about the number and per-
8 centage of children served by the grant program,
9 disaggregated the subgroups described in section
10 1111(b)(3)(C)(xiii);

11 “(2) information relating to the performance
12 metrics described in section 4426(a); and

13 “(3) other indicators that may be required by
14 the Secretary, in consultation with the Director of
15 the Institute of Education Sciences.

16 “(b) PUBLICLY AVAILABLE DATA.—Each eligible en-
17 tity that receives a grant under this subpart shall make
18 publicly available, including through electronic means, the
19 information described in subsection (a). To the extent
20 practicable, such information shall be provided in a form
21 and language accessible to parents and families in the
22 neighborhood.

1 **“SEC. 4426. PERFORMANCE ACCOUNTABILITY AND EVALUA-**
2 **TION.**

3 “(a) PERFORMANCE METRICS.—Each eligible entity
4 receiving a grant under this subpart shall collect data on
5 performance indicators of pipeline services and family and
6 student supports and report the results to the Secretary,
7 who shall use the results as a consideration in continuing
8 grants after the third year and awarding grant renewals.
9 The indicators shall, at a minimum, include the indicators
10 described in paragraphs (1) and (2) of section 4416(a).

11 “(b) EVALUATION.—The Secretary shall evaluate the
12 implementation and impact of the activities funded under
13 this subpart, in accordance with section 9601.

14 **“Subpart 3—General Provisions**

15 **“SEC. 4431. NATIONAL ACTIVITIES.**

16 “From the amounts appropriated to carry out this
17 part for a fiscal year, in addition to the amounts that may
18 be reserved in accordance with section 9601, the Secretary
19 may reserve not more than 8 percent for national activi-
20 ties, which may include—

21 “(1) research on the activities carried out under
22 subparts 1 and 2;

23 “(2) identification and dissemination of best
24 practices, including through support for a commu-
25 nity of practice;

1 “(3) technical assistance, including assistance
2 relating to family and community engagement and
3 outreach to potential partner organizations;

4 “(4) professional development, including devel-
5 opment of materials related to professional develop-
6 ment; and

7 “(5) other activities consistent with the purpose
8 of this part.”.

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