

112TH CONGRESS
1ST SESSION

S. 1004

To support Promise Neighborhoods.

IN THE SENATE OF THE UNITED STATES

MAY 16, 2011

Mr. HARKIN (for himself, Ms. MIKULSKI, Mrs. GILLIBRAND, Mr. KERRY, Mr. CASEY, and Mr. FRANKEN) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

A BILL

To support Promise Neighborhoods.

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

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Promise Neighbor-
5 hoods Act of 2011”.

6 **SEC. 2. FINDINGS.**

7 Congress finds the following:

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

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

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

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

19 (5) Children from low-income families are more
20 likely to have low levels of school engagement, to be
21 chronically absent from school, to have emotional
22 and behavioral problems, and to live in stressful
23 home environments.

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

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

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

22 (9) By the time children from low-income fami-
23 lies enter kindergarten, they are already 3 months
24 behind the national average in reading and mathe-

1 matics skills, a gap that persists through high
2 school.

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

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

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

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

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

5 **SEC. 3. PURPOSE.**

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

17 **SEC. 4. DEFINITIONS.**

18 In this Act:

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

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

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

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

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

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

18 (4) COMMUNITY OF PRACTICE.—The term
19 “community of practice” means a group of entities
20 that interact regularly to share best practices to ad-
21 dress 1 or more persistent problems, or improve
22 practice with respect to such problems, in 1 or more
23 neighborhoods.

24 (5) EXPANDED LEARNING TIME.—The term
25 “expanded learning time” means using a longer

1 school day, week, or year schedule to significantly
2 increase the total number of school hours to include
3 additional time for—

4 (A) instruction in core academic subjects;

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

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

18 (6) FAMILY AND COMMUNITY ENGAGEMENT.—

19 The term “family and community engagement”
20 means the process of engaging family and commu-
21 nity members in education meaningfully and at all
22 stages of the planning, implementation, and school
23 and neighborhood improvement process, including,
24 at a minimum—

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

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

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

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

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

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

21 (A) health programs (including both men-
 22 tal health and physical health services);

23 (B) school-, public-, and child-safety pro-
 24 grams;

25 (C) programs that improve family stability;

1 (D) employment programs (including those
2 that meet local business needs, such as intern-
3 ships and externships);

4 (E) social service programs;

5 (F) legal aid programs;

6 (G) financial education programs;

7 (H) adult education and family literacy
8 programs;

9 (I) family and community engagement pro-
10 grams; and

11 (J) programs that increase access to learn-
12 ing technology and enhance the digital literacy
13 skills of students.

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

20 (9) INTEGRATED STUDENT SUPPORTS.—The
21 term “integrated student supports” means services,
22 supports, and community resources, which shall be
23 offered through a site coordinator for at-risk stu-
24 dents, that have been shown by evidence-based re-
25 search—

1 (A) to increase academic achievement and
2 engagement;

3 (B) to support positive child and youth de-
4 velopment; and

5 (C) to increase student preparedness for
6 success in college and the workforce.

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

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

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

23 (A) Prenatal education and support for ex-
24 pectant parents.

1 (B) High-quality early learning opportuni-
2 ties.

3 (C) High-quality schools and out-of-school-
4 time programs and strategies.

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

10 (E) Family and community engagement.

11 (F) Family and student supports.

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

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

18 (ii) career preparation services and
19 supports.

20 (H) Neighborhood-based support for col-
21 lege-age students who have attended the schools
22 in the pipeline, or students who are members of
23 the community, facilitating their continued con-
24 nection to the community and success in college
25 and the workforce.

1 **TITLE I—PROMISE NEIGHBOR-**
2 **HOOD PARTNERSHIP GRANTS**

3 **SEC. 101. PROGRAM AUTHORIZED.**

4 (a) IN GENERAL.—From amounts appropriated
5 under section 304, the Secretary shall award grants, on
6 a competitive basis, to eligible entities to implement a com-
7 prehensive, evidence-based pipeline that engages commu-
8 nity partners to improve academic achievement, student
9 development, and college and career readiness, measured
10 by common outcomes, by carrying out the activities de-
11 scribed in section 104 in neighborhoods with high con-
12 centrations of low-income individuals and persistently low-
13 achieving schools or schools with an achievement gap.

14 (b) DURATION.—

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

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

21 (A) ensuring school readiness, including
22 success in early learning;

23 (B) improving academic outcomes, includ-
24 ing academic achievement and graduation rates;

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

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

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

10 (d) MATCHING REQUIREMENT.—Each eligible entity
11 receiving a grant under this title shall contribute matching
12 funds in an amount equal to not less than 100 percent
13 of the amount of the grant. Such matching funds may
14 come from Federal or non-Federal sources. The Secretary
15 may require that a portion of such matching funds come
16 from private sources.

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

21 **SEC. 102. ELIGIBLE ENTITIES.**

22 In this title, the term “eligible entity” means a non-
23 profit entity in partnership with a local educational agen-
24 cy. Such partnership may also include any of the following
25 entities:

1 (1) An institution of higher education, as de-
2 fined in section 102 of the Higher Education Act of
3 1965 (20 U.S.C. 1002).

4 (2) The office of a chief elected official of a unit
5 of local government.

6 (3) An Indian tribe or tribal organization, as
7 defined under section 4 of the Indian Self-Deter-
8 mination and Education Assistance Act (25 U.S.C.
9 450b).

10 **SEC. 103. APPLICATION REQUIREMENTS.**

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

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

18 (1) A description of a plan to significantly im-
19 prove the academic outcomes of children living in an
20 identified neighborhood by providing a pipeline that
21 addresses the neighborhood’s needs, as identified by
22 the needs analysis described in paragraph (4) and
23 supported by evidence-based practices.

24 (2) A description of the neighborhood that the
25 eligible entity will serve.

1 (3) Measurable annual goals for the outcomes
2 of the grant, including—

3 (A) performance goals, in accordance with
4 the metrics described in section 106(a), for
5 each year of the grant; and

6 (B) projected participation rates and any
7 plans to expand the number of children served
8 or the neighborhood proposed to be served by
9 the grant program.

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

13 (A) a description of the process through
14 which the needs analysis was produced, includ-
15 ing a description of how family and community
16 members were engaged in such analysis;

17 (B) an analysis of community assets with-
18 in, or accessible to, the neighborhood, including,
19 at a minimum—

20 (i) early learning programs, including
21 high-quality child care, Early Head Start
22 programs, Head Start programs, and pre-
23 kindergarten programs;

1 (ii) the availability of healthy food op-
2 tions and opportunities for physical activ-
3 ity;

4 (iii) existing family and student sup-
5 ports;

6 (iv) locally owned businesses and em-
7 ployers; and

8 (v) institutions of higher education;

9 (C) evidence of successful collaboration
10 within the neighborhood;

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

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

17 (5) A description of the data and evidence base
18 used to identify the pipeline services to be provided,
19 including data regarding—

20 (A) school readiness;

21 (B) academic achievement and college and
22 career readiness;

23 (C) secondary school graduation rates;

1 (D) health indicators, such as rates of
2 childhood obesity or other health and develop-
3 mental risk factors;

4 (E) college enrollment, persistence, and
5 completion rates; and

6 (F) conditions for learning, including
7 school climate surveys, discipline rates, and stu-
8 dent attendance and incident data.

9 (6) A description of the process used to develop
10 the application, including the involvement of family
11 and community members.

12 (7) An estimate of—

13 (A) the number of children, by age, who
14 will be served by each pipeline service; and

15 (B) for each age group, the percentage of
16 children (of such age group), within the neigh-
17 borhood, who the eligible entity proposes to
18 serve, disaggregated by each service, and the
19 goals for increasing such percentage over time.

20 (8) A description of how the pipeline services
21 will include the following activities:

22 (A) Providing high-quality early learning
23 opportunities for children, beginning prenatally
24 and extending through grade 3, by—

1 (i) establishing or supporting high-
2 quality early learning opportunities that
3 provide children with full-day, full-year ac-
4 cess to programs that support the cognitive
5 and developmental skills, including social
6 and emotional skills, needed for success in
7 elementary school;

8 (ii) providing for opportunities,
9 through parenting classes, baby academies,
10 home visits, or other evidence-based strate-
11 gies, for families and expectant parents
12 to—

13 (I) acquire the skills to promote
14 early learning, development, and
15 health and safety, including learning
16 about child development and positive
17 discipline strategies (such as through
18 the use of technology and public
19 media programming);

20 (II) learn about the role of fami-
21 lies and expectant parents in their
22 child's education; and

23 (III) become informed about edu-
24 cational opportunities for their chil-

1 dren, including differences in quality
2 among early learning opportunities;

3 (iii) ensuring successful transitions
4 between early learning programs and ele-
5 mentary school, including through the es-
6 tablishment of memoranda of under-
7 standing between early learning providers
8 and local educational agencies serving
9 young children and families;

10 (iv) ensuring appropriate screening,
11 diagnostic assessments, and referrals for
12 children with disabilities, developmental
13 delays, or other special needs;

14 (v) improving the early learning work-
15 force in the community, including
16 through—

17 (I) investments in the recruit-
18 ment, retention, distribution, and sup-
19 port of high-quality professionals, es-
20 pecially those with certification and
21 experience in child development;

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

1 (III) the use of joint professional
2 development for early learning pro-
3 viders and elementary school teachers
4 and administrators; or

5 (IV) efforts to increase the pay
6 and benefits of early learning profes-
7 sionals; and

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

13 (B) Supporting, enhancing, operating, or
14 expanding ambitious, rigorous, and comprehen-
15 sive education reforms designed to significantly
16 improve educational outcomes for children and
17 youth in early learning programs through grade
18 12, which may include—

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

23 (ii) the provision of expanded learning
24 time; and

1 (iii) the provision of programs and ac-
2 tivities that ensure that students—

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

6 (II) graduate college and career
7 ready.

8 (C) Supporting access to a healthy life-
9 style, which may include—

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

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

15 (iii) education to promote a healthy
16 lifestyle and positive body image.

17 (D) Providing social, health, and mental
18 health services and supports, including referrals
19 for essential care and preventative screenings,
20 for children, family, and community members,
21 which may include—

22 (i) dental services;

23 (ii) vision care; and

24 (iii) oral and auditory screenings and
25 referrals.

1 (E) Supporting students and family mem-
2 bers as they transition from early learning pro-
3 grams into elementary school, from elementary
4 school to middle school, from middle school to
5 high school, from high school into and through
6 college and into the workforce, including
7 through specialized resources to address chal-
8 lenges that students may face as they transi-
9 tion, such as the following:

10 (i) Early college high schools.

11 (ii) Dual enrollment programs.

12 (iii) Career academies.

13 (iv) Counseling and support services.

14 (v) Dropout prevention and recovery
15 strategies.

16 (vi) Collaboration with the juvenile
17 justice system and reentry counseling for
18 adjudicated youth.

19 (vii) Advanced Placement (AP) or
20 International Baccalaureate (IB) pro-
21 grams.

22 (viii) Teen parent classrooms.

23 (ix) Graduation and career coaches.

24 (9) A description of the strategies that will be
25 used to provide pipeline services (including a de-

1 description of the process used to identify such strate-
2 gies and the outcomes expected, and a description of
3 which programs and services will be provided to chil-
4 dren, family members, community members, and
5 children not attending schools or programs operated
6 by the eligible entity or its partner providers) to sup-
7 port the purpose of this Act.

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

11 (11) An explanation of how the eligible entity
12 will continuously evaluate and improve the pipeline,
13 including—

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

17 (B) the processes for using data to im-
18 prove instruction, optimize integrated student
19 supports, provide for continuous program im-
20 provement, and hold staff and partner organiza-
21 tions accountable.

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

24 (13) A list of Federal and non-Federal sources
25 of funding that the eligible entity will secure to com-

1 ply with the matching-funds requirement described
2 in section 101(d), including other programs funded
3 by the Department of Education, or programs in the
4 Department of Health and Human Services, the De-
5 partment of Housing and Urban Development, the
6 Department of Justice, or the Department of Labor.

7 (c) MEMORANDUM OF UNDERSTANDING.—An eligible
8 entity, as part of the application described in this section,
9 shall submit a preliminary memorandum of under-
10 standing, signed by each partner entity or agency. The
11 preliminary memorandum of understanding shall describe,
12 at a minimum—

13 (1) each partner’s financial and programmatic
14 commitment with respect to the strategies described
15 in the application, including an identification of the
16 fiscal agent;

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

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

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

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

7 **SEC. 104. USE OF FUNDS.**

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

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

12 (2) continuously evaluate the success of the
13 program and improve the program based on data
14 and outcomes.

15 (b) SPECIAL RULE.—Each eligible entity that re-
16 ceives a grant under this title shall, in the 3rd year of
17 the grant and each subsequent year, including each year
18 of a renewal grant, use not less than 80 percent of grant
19 funds to carry out the activities described in subsection
20 (a)(1).

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

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

1 (1) information about the number and percent-
2 age of children, family members, and community
3 members in the neighborhood who are served by the
4 grant program, including a description of the num-
5 ber and percentage of children accessing each of the
6 pipeline services;

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

10 (A) narrowing achievement gaps and im-
11 proving student achievement;

12 (B) ensuring school readiness and healthy
13 socio-emotional development;

14 (C) increasing student persistence;

15 (D) increasing student attendance, and de-
16 creasing incidences of violence, suspension, and
17 expulsion;

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

20 (F) increasing the number and percentage
21 of family members who participate in adult edu-
22 cation and family literacy programs and other
23 community activities; and

24 (G) increasing secondary school graduation
25 rates and college entry and completion rates;

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

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

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

14 **SEC. 106. ACCOUNTABILITY.**

15 (a) **PERFORMANCE METRICS.**—The Secretary shall
16 establish performance metrics relevant to the evaluation
17 of the grant program under this title.

18 (b) **EVALUATION.**—The Secretary shall evaluate the
19 implementation and impact of the activities funded under
20 this title, in accordance with section 302.

21 **TITLE II—PROMISE SCHOOL**
22 **GRANTS**

23 **SEC. 201. PROGRAM AUTHORIZED.**

24 (a) **IN GENERAL.**—From amounts appropriated
25 under section 304, the Secretary shall award grants, on

1 a competitive basis, to eligible entities to implement
2 school-centered, evidence-based strategies and integrated
3 student supports that leverage community partnerships to
4 improve student achievement and child and youth develop-
5 ment by carrying out the activities described in section
6 204 in schools with high concentrations of low-income chil-
7 dren.

8 (b) GENERAL PROVISIONS.—The requirements of
9 subsections (b), (c), (d), and (e) of section 101 and section
10 104(b) shall apply to a grant under this title in the same
11 manner as such subsections apply to a grant under title
12 I, except that the performance metrics used for section
13 101(c) shall be the metrics under section 206(a).

14 **SEC. 202. DEFINITION OF ELIGIBLE ENTITY.**

15 In this title, the term “eligible entity” means—

16 (1) not less than 1 local educational agency in
17 partnership with 1 or more nonprofit entities;

18 (2) a school funded by the Bureau of Indian
19 Education that falls under the definition of a local
20 educational agency under section 9101 of the Ele-
21 mentary and Secondary Education Act of 1965 (20
22 U.S.C. 7801) in partnership with 1 or more non-
23 profit organizations or institutions of higher edu-
24 cation; or

1 (3) a charter school that is not a local edu-
2 cational agency, operating in partnership with 1 or
3 more nonprofit organizations or institutions of high-
4 er education.

5 **SEC. 203. APPLICATION REQUIREMENTS; PRIORITY.**

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

10 (b) CONTENTS OF APPLICATION.—At a minimum,
11 the application described in subsection (a) shall include
12 the following:

13 (1) A description of the local educational agen-
14 cy, schools, and students that will be served by the
15 grant program.

16 (2) A description of the steps that the eligible
17 entity is taking—

18 (A) to meet the needs identified in the
19 analysis described in paragraph (4); and

20 (B) to remove any barriers that the eligible
21 entity has identified in meeting such needs.

22 (3) The designation of a site coordinator, who
23 shall meet nationally recognized professional devel-
24 opment standards, and have appropriate time, au-
25 tonomy, and support to provide—

1 (A) leadership in building relationships and
2 establishing and sustaining partnerships that
3 support school improvement, school turnaround
4 efforts in accordance with section 1116 of the
5 Elementary and Secondary Education Act of
6 1965 (20 U.S.C. 6316), increases in student
7 achievement, positive child and youth develop-
8 ment, and family and community engagement;
9 and

10 (B) effective coordination of student serv-
11 ices at all stages of the pipeline.

12 (4) An analysis of the needs and assets of the
13 schools and communities that will be assisted under
14 this title. Such analysis shall include—

15 (A) student data, including information
16 about—

- 17 (i) school readiness;
- 18 (ii) achievement;
- 19 (iii) credit accumulation;
- 20 (iv) grade to grade promotion;
- 21 (v) graduation;
- 22 (vi) attendance; and
- 23 (vii) discipline; and

1 (B) information about the assets described
2 in section 103(b)(4)(B) with respect to such
3 schools and communities.

4 (5) An explanation of how the eligible entity
5 and its program partners will use evidence-based
6 practice, data, and research to leverage partnerships
7 to implement integrated student supports and wrap-
8 around services to—

9 (A) address the needs identified in para-
10 graph (4);

11 (B) ensure that family members and com-
12 munity members—

13 (i) participate in the education of
14 their children and become an integral part
15 of the school culture, school improvement,
16 and decisionmaking; and

17 (ii) promote strategies that include
18 the educational and financial planning that
19 are necessary to increase access to, and
20 success in, postsecondary education;

21 (C) enable teachers and administrators, in-
22 cluding early learning providers, to complement
23 and enrich efforts to help children—

24 (i) make learning gains;

25 (ii) prepare for graduation; and

1 (iii) plan for the future, including pre-
2 paring for college and careers; and

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

6 (6) An explanation of the extent to which the
7 eligible entity and its program partners will serve or
8 involve children residing in the neighborhood regard-
9 less of whether such children attend a school served
10 by the grant (including by, as appropriate, providing
11 high-quality early learning opportunities for chil-
12 dren, beginning at birth and extending through
13 grade 3) by—

14 (A) as appropriate, carrying out the activi-
15 ties described in section 103(b)(7)(A); and

16 (B) carrying out the activities described in
17 subparagraphs (B) through (E) of section
18 103(b)(7).

19 (7) A description of the capacity of the eligible
20 entity for measuring student outcomes and school-
21 specific outcomes.

22 (8) A description of how the strategies sup-
23 ported with funds under this title will be—

1 (A) coordinated with other programs and
2 strategies carried out by the local educational
3 agency; and

4 (B) to the greatest extent practicable, co-
5 ordinated with other agencies, such as agencies
6 that provide reentry services to adjudicated
7 youth.

8 (9) A description of the strategy the eligible en-
9 tity will use to—

10 (A) support family and community engage-
11 ment; and

12 (B) make schools the centers of their re-
13 spective communities.

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

22 (c) MEMORANDUM OF UNDERSTANDING.—An eligible
23 entity, as part of the application described in this section,
24 shall submit a preliminary memorandum of understanding
25 that meets the requirements of section 103(c).

1 (d) PRIORITY.—In awarding grants under this title,
2 the Secretary shall give priority to applicants that—

3 (1) propose to provide a continuum of high-
4 quality education and student support services for
5 children beginning in prekindergarten and extending
6 through high school graduation; and

7 (2) propose to include significant investments in
8 high-quality early learning programs, consistent with
9 section 203(b)(6)(A).

10 **SEC. 204. USE OF FUNDS.**

11 Each eligible entity that receives a grant under this
12 title shall use the grant funds to—

13 (1) implement the activities described in the ap-
14 plication under section 203; and

15 (2) continuously evaluate the success of the
16 grant program and improve the grant program
17 based on data and outcomes.

18 **SEC. 205. REPORT AND PUBLICLY AVAILABLE DATA.**

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

22 (1) information about the number and percent-
23 age of children served by the grant program,
24 disaggregated by age, gender, race, ethnicity, dis-

1 ability status, socioeconomic status, and English
2 proficiency;

3 (2) data about the grant program's success
4 in—

5 (A) narrowing achievement gaps;

6 (B) ensuring school readiness and healthy
7 socio-emotional development;

8 (C) improving academic achievement;

9 (D) increasing student persistence;

10 (E) increasing on-time secondary school
11 graduation rates and college entry; and

12 (F) increasing student attendance and de-
13 creasing incidents of violence, suspension, and
14 expulsion; and

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

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

1 **SEC. 206. ACCOUNTABILITY.**

2 (a) PERFORMANCE METRICS.—The Secretary shall
3 establish performance metrics relevant to the evaluation
4 of the grant program under this title.

5 (b) EVALUATION.—The Secretary shall evaluate the
6 implementation and impact of the activities funded under
7 this title, pursuant to section 302.

8 **TITLE III—GENERAL**
9 **PROVISIONS**

10 **SEC. 301. PLANNING GRANTS.**

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

13 (1) enable communities to assess their needs
14 and assets regarding the unmet needs of children
15 and youth;

16 (2) develop appropriate plans to address such
17 unmet needs through the provision of pipeline serv-
18 ices; and

19 (3) support communities as such communities
20 prepare to apply for a grant under title I or title II.

21 (b) PLANNING GRANTS AUTHORIZED.—From the
22 amounts appropriated under section 304, the Secretary
23 may reserve not more than 10 percent for planning grants
24 to entities eligible for grants under title I or II.

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

4 (d) APPLICATION.—

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

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

12 (A) how the eligible entity will conduct a
13 needs and assets analysis;

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

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

23 (e) LIMITATION.—No entity may receive a grant
24 under this section while concurrently receiving grant fund-
25 ing under title I or II of this Act.

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

7 **SEC. 302. EVALUATION.**

8 From the amounts appropriated under section 304,
9 the Secretary may reserve not more than 3 percent for
10 a national evaluation of the activities carried out under
11 titles I and II. In conducting such evaluations, the Sec-
12 retary shall—

13 (1) direct the Director of the Institute of Edu-
14 cation Sciences, in consultation with the relevant
15 program office at the Department, to evaluate the
16 implementation and impact of the activities funded
17 under titles I and II, including the costs and bene-
18 fits of such activities, relative expenditures on dif-
19 ferent activities in the pipeline, and the impacts of
20 such activities on incarceration and recidivism rates
21 of children in neighborhoods served by grants under
22 such titles;

23 (2) direct the Director of the Institute of Edu-
24 cation Sciences to identify best practices to improve

1 the effectiveness of activities funded under titles I
2 and II; and

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

7 **SEC. 303. NATIONAL ACTIVITIES.**

8 From the amounts appropriated under section 304
9 for a fiscal year, the Secretary may reserve not more than
10 5 percent for national activities, which may include—

11 (1) research on the activities carried out under
12 titles I and II;

13 (2) identifying and disseminating best practices;

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

17 (4) professional development; and

18 (5) other activities consistent with the purpose
19 of this Act.

20 **SEC. 304. AUTHORIZATION OF APPROPRIATIONS.**

21 There are authorized to be appropriated to carry out
22 this Act such sums as may be necessary for fiscal year
23 2012 and each of the 4 succeeding fiscal years.

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