

**AMENDMENT TO THE AMENDMENT IN THE  
NATURE OF A SUBSTITUTE TO H.R. 5  
OFFERED BY M. \_\_\_\_\_**

In title VI of the Elementary and Secondary Education Act of 1965, as proposed to be amended by section 601(a) of the amendment—

(1) redesignate part F as part I;

(2) redesignate section 6601 as section 6621;

and

(3) insert after part E the following:

1 **“PART F—21ST CENTURY COMMUNITY LEARNING**  
2 **CENTERS**

3 **“SEC. 6571. PURPOSE.**

4 “The purpose of this part is to provide opportunities  
5 for communities to establish or expand activities through  
6 learning partnerships that—

7 “(1) provide opportunities for academic enrich-  
8 ment, increased academic achievement, and student  
9 success in schools by providing students with addi-  
10 tional learning time for more expansive, relevant and  
11 rigorous learning opportunities, including opportuni-  
12 ties to catch students up in their coursework, and  
13 help students accelerate their learning;

1           “(2) provide a broad array of additional serv-  
2           ices, programs and activities for a well-rounded edu-  
3           cation, including youth development activities, music  
4           and the arts, outdoor and recreation programs, tech-  
5           nology education programs, dual-language programs,  
6           character education, and environmental literacy pro-  
7           grams that are designed to reinforce and compliment  
8           the regular academic program for participating stu-  
9           dents;

10           “(3) complement, not replicate, the regular  
11           school day, by offering a range of activities that cap-  
12           ture student interest and strengthen student engage-  
13           ment in learning, promote higher class attendance,  
14           improve retention, and reduce the risk for dropout,  
15           and actively address the specific learning needs and  
16           interests of all types of students, especially those  
17           who may benefit from approaches and experiences  
18           not offered in the traditional classroom setting;

19           “(4) provide teachers and staff in learning part-  
20           nerships with increased opportunities to work col-  
21           laboratively, and to participate in professional plan-  
22           ning and professional development, within and  
23           across grades and subjects to improve teaching and  
24           learning;

1           “(5) provide students with safe learning envi-  
2           ronments and additional resources to increase stu-  
3           dent engagement in school; and

4           “(6) offer families of students served by part-  
5           nerships opportunities for literacy development and  
6           related educational development.

7   **“SEC. 6572. ALLOTMENT TO STATES.**

8           “(a) RESERVATION.—From the funds appropriated  
9           under section 6579 for any fiscal year, the Secretary shall  
10          reserve not more than 1 percent for payments to the out-  
11          lying areas and the Bureau of Indian Affairs, to be allot-  
12          ted in accordance with their respective needs for assistance  
13          under this part, as determined by the Secretary, to enable  
14          the outlying areas and the Bureau to carry out the pur-  
15          pose of this part.

16          “(b) STATE ALLOTMENTS.—

17                 “(1) DETERMINATION.—From the funds appro-  
18                 priated under section 6579 for any fiscal year and  
19                 remaining after the Secretary makes reservations  
20                 under subsection (a), the Secretary shall allot to  
21                 each State for the fiscal year an amount that bears  
22                 the same relationship to the remainder as the  
23                 amount the State received under subpart 2 of part  
24                 A of title I for fiscal year 2015 bears to the amount  
25                 all States received under that subpart for fiscal year

1       2015, except that no State shall receive less than an  
2       amount equal to one-half of 1 percent of the total  
3       amount made available to all States under this sub-  
4       section.

5           “(2) REALLOTMENT OF UNUSED FUNDS.—If a  
6       State does not receive an allotment under this part  
7       for a fiscal year, the Secretary shall reallocate the  
8       amount of the State’s allotment to the remaining  
9       States in accordance with this subsection.

10   **“SEC. 6573. STATE ACTIVITIES.**

11       “(a) IN GENERAL.—A State educational agency may  
12       use not more than 5 percent of the amount made available  
13       to the State under section 6572(b) for—

14           “(1) the administrative costs of carrying out its  
15       responsibilities under this part; and

16           “(2) providing technical assistance as described  
17       in subsection (b) to learning partnerships;

18       “(b) TECHNICAL ASSISTANCE.—

19           “(1) IN GENERAL.—The technical assistance  
20       described in this paragraph includes the following:

21           “(A) Assisting learning partnerships who  
22       are prioritized in section 6575(g) including  
23       rural and urban schools by—

24           “(i) informing those learning partner-  
25       ships that are prioritized in section

1           6575(g) that they have a priority for com-  
2           peting for grants under section 6575;

3           “(ii) providing technical assistance to  
4           the learning partnership for the develop-  
5           ment of the applications described in sec-  
6           tion 6575(b), including assisting the learn-  
7           ing partnership in identifying which ele-  
8           mentary schools and secondary schools to  
9           serve;

10          “(iii) providing technical assistance to  
11          the learning partnership if they do not re-  
12          ceive a grant under section 6575 so that  
13          they may re-compete in following competi-  
14          tions;

15          “(B) Assisting each learning partnership  
16          that receives an award under section 6575 to  
17          plan and implement additional learning time  
18          with such funds, including assisting the learn-  
19          ing partnership in—

20          “(i) determining how to implement  
21          additional learning time in the schools the  
22          learning partnership intends to serve based  
23          on the results of the needs assessment de-  
24          scribed in section 6575(b)(2)(C)(i);

1           “(ii) identifying additional community  
2           partners, which may include multicounty  
3           public entities, and resources that may be  
4           utilized to implement the additional learn-  
5           ing time;

6           “(iii) strengthening the existing part-  
7           nerships of the learning partnership, iden-  
8           tifying appropriate roles for each of the  
9           partners in the implementation of addi-  
10          tional learning time in schools served by  
11          the learning partnership, and ensuring  
12          that the partnership is effective in main-  
13          taining strong communication, information  
14          sharing, and joint planning and implemen-  
15          tation;

16          “(C) Identifying best practices for profes-  
17          sional development for teachers and staff in  
18          learning partnerships receiving funding under  
19          this part to implement the authorized activities  
20          described in section 6576.

21          “(D) Identifying best practices for using  
22          additional learning time to improve academic  
23          enrichment, and student academic achievement  
24          in schools, and providing technical assistance to  
25          the learning partnership in using such best

1 practices to implement and improve additional  
2 learning time initiatives.

3 “(E) Providing guidance on how to provide  
4 programs that are age appropriate and address  
5 the varying needs of students in elementary (in-  
6 cluding preschool), middle, and diploma grant-  
7 ing schools.

8 “(F) Supporting pay for success initiatives  
9 at the State or local level to meet the purposes  
10 of this part.

11 “(2) SUBGRANTS FOR TECHNICAL ASSIST-  
12 ANCE.—A State educational agency may use a por-  
13 tion of the funds described in paragraph (1) to  
14 award subgrants to entities including intermediaries,  
15 educational service agencies or other public entities  
16 with demonstrated expertise in additional learning  
17 time capacity building, or evaluation to carry out the  
18 technical assistance described in subparagraph (A).

19 **“SEC. 6574. STATE APPLICATION.**

20 “(a) IN GENERAL.—In order to receive an allotment  
21 under section 6572(b) for any fiscal year, a State edu-  
22 cational agency shall submit to the Secretary, at such time  
23 and in such manner as the Secretary may require, an ap-  
24 plication that—

1           “(1) designates the State educational agency as  
2           the agency responsible for the administration and  
3           supervision of programs assisted under this part;

4           “(2) describes how the State educational agency  
5           will use funds received under this part, including  
6           funds reserved for State-level activities;

7           “(3) contains an assurance that the State edu-  
8           cational agency, in making awards under section  
9           6575, will give priority to learning partnerships that  
10          propose to serve—

11                  “(A) students attending schools in need of  
12                  support and high-priority schools;

13                  “(B) schools with a high number or per-  
14                  centage of students that are eligible for free or  
15                  reduced price lunch under the Richard B. Rus-  
16                  sell School Lunch Act (42 U.S.C. 1751 et seq.);

17           “(4) describes the peer review process as de-  
18           scribed in section 6575(e) and the selection criteria  
19           the State educational agency will use to evaluate ap-  
20           plications from, and select, learning partnerships to  
21           receive awards under section 6575;

22           “(5) describes the steps the State educational  
23           agency will take to ensure that activities and pro-  
24           grams carried out by learning partnerships using  
25           such awards—



1           “(A) implement evidence-based strategies;  
2           and

3           “(B) ensure learning partnerships have the  
4           capacity to implement high-quality additional  
5           learning time activities that are different from  
6           methods which have been proven ineffective  
7           during the regular school day;

8           “(6) describes how the State educational agency  
9           will use the indicators under section 6577(a)(3) to  
10          measure the performance, on an annual basis, of  
11          learning partnerships, and

12          “(A) use outcomes from multiple indicators  
13          and not rely on one indicator in isolation; and

14          “(B) provide ongoing technical assistance  
15          and training and dissemination of promising  
16          practices;

17          “(7) provides an assurance that the State edu-  
18          cational agency will set up a process to allow learn-  
19          ing partnerships who receive an award under section  
20          6575 and who operate a proven and effective pro-  
21          gram based on the measures of performance de-  
22          scribed in paragraph (6) to recompile in their last  
23          year of funding for an additional 5-year implementa-  
24          tion cycle;

1           “(8) describes how the State educational agency  
2 will, to the extent practicable, distribute funds under  
3 this part equitably among geographic areas within  
4 the State, including urban and rural areas;

5           “(9) includes information identifying the per-  
6 pupil funding amount range the State educational  
7 agency will use to ensure that awards made under  
8 section 6575 are of sufficient size and scope to carry  
9 out the purposes of the award,

10           “(10) includes an assurance that in determining  
11 award amounts in accordance with paragraph (9),  
12 the State educational agency shall take into consid-  
13 eration—

14                   “(A) diverse geographical areas; and

15                   “(B) the quality of activities and programs  
16 proposed by learning partnerships applying for  
17 such awards;

18           “(11) provides an assurance that the applica-  
19 tion will be developed in consultation and coordina-  
20 tion with appropriate State officials, including the  
21 chief State school officer, and other State agencies  
22 administering additional learning time, the heads of  
23 the State health and mental health agencies or their  
24 designees, teachers, parents, students, the business  
25 community, and community-based organizations;

1           “(12) describes how activities and programs  
2 carried out by the learning partnerships under this  
3 part will be coordinated with programs under this  
4 Act, and other programs as appropriate;

5           “(13) describes how the State educational agen-  
6 cy will provide a fair and transparent competition  
7 for learning partnerships that apply for grant funds  
8 under section 6575(b);

9           “(14) provides an assurance that the State edu-  
10 cational agency in determining grant awards to  
11 learning partnerships will award grants based solely  
12 on the quality of the application in relationship to  
13 the needs identified by the learning partnership  
14 through the needs assessment described in section  
15 6575(b)(2)(C)(i); and

16           “(15) provides for timely public notice of intent  
17 to file an application and an assurance that the ap-  
18 plication will be available for public review after sub-  
19 mission.

20           “(b) DEEMED APPROVAL.—An application submitted  
21 by a State educational agency pursuant to subsection (a)  
22 shall be deemed to be approved by the Secretary unless  
23 the Secretary makes a written determination, prior to the  
24 expiration of the 120-day period beginning on the date on

1 which the Secretary received the application, that the ap-  
2 plication is not in compliance with this part.

3 “(c) DISAPPROVAL.—The Secretary shall not finally  
4 disapprove the application, except after giving the State  
5 educational agency notice and opportunity for a hearing.

6 “(d) NOTIFICATION.—If the Secretary finds that the  
7 application is not in compliance, in whole or in part, with  
8 this part, the Secretary shall—

9 “(1) give the State educational agency notice  
10 and an opportunity for a hearing; and

11 “(2) notify the State educational agency of the  
12 finding of noncompliance, and, in such notification,  
13 shall—

14 “(A) cite the specific provisions in the ap-  
15 plication that are not in compliance; and

16 “(B) request additional information, only  
17 as to the noncompliant provisions, needed to  
18 make the application compliant.

19 “(e) RESPONSE.—If the State educational agency re-  
20 sponds to the Secretary’s notification described in sub-  
21 section (d)(2) during the 45-day period beginning on the  
22 date on which the agency received the notification, and  
23 resubmits the application with the requested information  
24 described in subsection (d)(2)(B), the Secretary shall ap-  
25 prove or disapprove such application prior to the later of—

1           “(1) the expiration of the 45-day period begin-  
2           ning on the date on which the application is resub-  
3           mitted; or

4           “(2) the expiration of the 120-day period de-  
5           scribed in subsection (b).

6           “(f) FAILURE TO RESPOND.—If the State edu-  
7           cational agency does not respond to the Secretary’s notifi-  
8           cation described in subsection (d)(2) during the 45-day pe-  
9           riod beginning on the date on which the agency received  
10          the notification, such application shall be deemed to be  
11          disapproved.

12          **“SEC. 6575. LOCAL COMPETITIVE GRANT PROGRAM.**

13          “(a) IN GENERAL.—Each State that receives an al-  
14          lotment under this part shall reserve not less than 95 per-  
15          cent of the amount allotted to such State under section  
16          6572(b), for each fiscal year for awards to learning part-  
17          nerships under this section.

18          “(b) APPLICATION.—

19                 “(1) IN GENERAL.—To be eligible to receive an  
20                 award under this part, a learning partnership shall  
21                 submit an application to the State educational agen-  
22                 cy at such time, in such manner, and including such  
23                 information as the State educational agency may  
24                 reasonably require.

1           “(2) CONTENTS.—Each application submitted  
2 under paragraph (1) shall include the following:

3           “(A) IMPLEMENTATION PLAN.—A descrip-  
4 tion of the planning activities that will be con-  
5 ducted during the planning phase, if applicable,  
6 that shall include a budget for the planning ac-  
7 tivities;

8           “(B) ROLES AND RESPONSIBILITIES.—A  
9 description of the learning partnership and the  
10 roles and responsibilities of each of the partners  
11 of the learning partnership.

12           “(C) ADDITIONAL LEARNING TIME ACTIVI-  
13 TIES.—A description of—

14           “(i) the activities that will be carried  
15 out by the learning partnership during the  
16 additional learning time based solely on the  
17 learning partnership’s determination of the  
18 results of a needs assessment that con-  
19 siders—

20           “(I) school-wide needs, including  
21 planning time and instructional time  
22 for teachers and staff in the learning  
23 partnership;

24           “(II) individual student learning  
25 needs;

1 “(III) school and student safety;  
2 and

3 “(IV) the number of additional  
4 hours (during the regular school day  
5 or outside of the regular school day,  
6 as applicable) needed for supervised  
7 student enrichment, determined  
8 through school, family, and commu-  
9 nity input;

10 “(ii) a description of how the learning  
11 partnership will align the activities de-  
12 scribed in this subparagraph with—

13 “(I) school improvement plans  
14 developed and implemented pursuant  
15 to section 1111(b)(3)(B)(iii), if appli-  
16 cable;

17 “(II) academic instruction that  
18 occurs during the regular school day  
19 at the school proposed to be served by  
20 the learning partnership; and

21 “(III) in the case of a learning  
22 partnership implementing additional  
23 learning time as described in section  
24 6578(2)(B), school improvement ef-  
25 forts supported by other programs

1 under this Act and other relevant  
2 State and local programs;

3 “(iii) the anticipated number of hours  
4 of additional learning time the average and  
5 highest-need student will receive, based on  
6 evidence-based attendance expectations,  
7 and how the number of hours are appro-  
8 priate based on the needs assessment de-  
9 scribed in clause (i) and the requirements  
10 of (ii);

11 “(iv) the grade or grade spans (in-  
12 cluding preschool) to be served by the  
13 learning partnerships using award funds;

14 “(v) how students participating in the  
15 activities will travel safely to and from the  
16 additional learning time center and home,  
17 as applicable; and

18 “(vi) a description of how the learning  
19 partnership will ensure that staff employed  
20 by the learning partnership will coordinate  
21 to develop and implement activities de-  
22 scribed in this subparagraph using, in  
23 part, the data described in subparagraph  
24 (F).



1           “(D) SELECTION OF SCHOOLS.—A descrip-  
2           tion of the process, considerations, and criteria  
3           the learning partnership will use to select  
4           schools to implement additional learning time  
5           programs and activities that shall take into ac-  
6           count the priorities described in section  
7           6575(g);

8           “(E) FACILITY ASSURANCE.—An assur-  
9           ance that the activities described in subpara-  
10          graph (C) will take place in a safe and easily  
11          accessible facility and a description of how the  
12          learning partnership will disseminate informa-  
13          tion about the facility to the parents and com-  
14          munity in a manner that is understandable and  
15          accessible;

16          “(F) DATA SHARING.—An assurance that  
17          relevant student level data will be shared within  
18          the learning partnership consistent with the re-  
19          quirements of section 444 of the General Edu-  
20          cation Provisions Act so that the activities de-  
21          scribed in subparagraph (C)(i) are aligned ac-  
22          cording to subparagraph (C)(ii).

23          “(G) PROFESSIONAL DEVELOPMENT AC-  
24          TIVITIES.—A description of how the learning  
25          partnership will provide professional develop-

1           ment to the staff employed by the learning  
2           partnership.

3           “(H) PUBLIC RESOURCES.—An identifica-  
4           tion of Federal, State, and local programs that  
5           will be combined or coordinated with the addi-  
6           tional learning time program to make the most  
7           effective use of public resources.

8           “(I) SUPPLEMENT, NOT SUPPLANT.—An  
9           assurance that funds under this section will be  
10          used to increase the level of State, local, and  
11          other non-Federal funds that would, in the ab-  
12          sence of funds under this part, be made avail-  
13          able for programs and activities authorized  
14          under this part, and in no case supplant Fed-  
15          eral, State, local, or non-Federal funds;

16          “(J) EXPERIENCE.—A description of past  
17          performance and record of effectiveness of the  
18          community based organization within the part-  
19          nership in providing the activities described in  
20          subparagraph (C).

21          “(K) CONTINUATION AFTER FEDERAL  
22          FUNDING.—A description of a preliminary plan  
23          for how the additional learning time will con-  
24          tinue when funding under this part ends.

1           “(L) CAPACITY.—An assurance that the  
2           learning partnership has the capacity to collect  
3           the data relevant to the indicators described  
4           under section 6577(a)(3).

5           “(M) NOTICE OF INTENT.—An assurance  
6           that the community of the learning partnership  
7           will be given notice of an intent to submit an  
8           application and that the application and any  
9           waiver request will be available for public review  
10          after submission of the application.

11          “(N) OTHER INFORMATION AND ASSUR-  
12          ANCES.—Such other information and assur-  
13          ances as the State educational agency may rea-  
14          sonably require.

15          “(c) APPROVAL OF CERTAIN APPLICATIONS.—The  
16          State educational agency may approve an application  
17          under this section for a program to be located in a facility  
18          other than an elementary school or secondary school only  
19          if the program will be at least as available and accessible  
20          to the students to be served as if the program were located  
21          in an elementary school or secondary school.

22          “(d) NON-FEDERAL MATCH.—

23                 “(1) IN GENERAL.—A State educational agency  
24                 shall require a learning partnership to match funds  
25                 awarded under this part, except that such match

1       may not exceed the amount of the grant award and  
2       may not be derived from other Federal funds.

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

6                       “(A) the relative poverty of the population  
7                       to be targeted by the learning partnership; and

8                       “(B) the ability of the learning partnership  
9                       to obtain such matching funds.

10               “(3) IN-KIND CONTRIBUTIONS.—Each State  
11       educational agency shall permit the community-  
12       learning partnership to provide all or any portion of  
13       such match in the form of in-kind contributions.

14               “(e) PEER REVIEW.—In reviewing local applications  
15       under this section, a State educational agency shall use  
16       a peer review process or other methods of assuring the  
17       quality of such applications.

18               “(f) DURATION OF AWARDS.—Grants under this sec-  
19       tion may be awarded for a period of 5 years. Learning  
20       partnerships that receive funding under this section and  
21       who operate a proven and effective program based on the  
22       measures of performance established in section 6574(a)(6)  
23       shall be allowed to recompete in their last year of funding  
24       for an additional 5 year grant.

1           “(g) PRIORITY.—In awarding grants under this part,  
2 a State educational agency shall give priority to applica-  
3 tions proposing to target services to—

4           “(1) students (including preschool students)  
5 who attend schools in need of support and high-pri-  
6 ority schools; and

7           “(2) learning partnerships that propose to serve  
8 schools with a high percentage or number of stu-  
9 dents that are eligible for free and reduced price  
10 lunch under the Richard B. Russell National School  
11 Lunch Act (42 U.S.C. 1751 et seq.);

12 **“SEC. 6576. LOCAL ACTIVITIES.**

13           “(a) AUTHORIZED ACTIVITIES.—

14           “(1) IN GENERAL.—Each learning partnership  
15 that receives an award under section 6575 shall use  
16 the award funds to implement additional learning  
17 time activities that are consistent with section  
18 6575(b)(2).

19           “(2) PLANNING PERIOD.—Each learning part-  
20 nership may use funds under this section for a plan-  
21 ning period of not longer than 6 months to develop  
22 an implementation plan described in section  
23 6575(b)(2)(A) to carry out the additional learning  
24 time activities, or up to one school year to develop  
25 an extended school day, week, or year.

1 **“SEC. 6577. REPORTING.**

2 “(a) REPORT BY LEARNING PARTNERSHIPS.—Each  
3 learning partnership shall, not later than 1 year after the  
4 first day of the first school year in which the additional  
5 learning time is implemented, prepare and submit to the  
6 State educational agency a report—

7 “(1) containing a detailed description of the ad-  
8 ditional learning time activities that were carried out  
9 under this part;

10 “(2) with respect to each school served by the  
11 partnership—

12 “(A) on the actual expenses associated  
13 with, carrying out the additional learning time  
14 programs and activities in the first school year;  
15 and

16 “(B) a description of how the additional  
17 learning time programs and activities were im-  
18 plemented and whether such programs and ac-  
19 tivities were carried out during non-school  
20 hours or periods when school is not in session  
21 or added to expand the school day, school week,  
22 or school year schedule; and

23 “(3) containing measures of performance, ag-  
24 gregated and disaggregated, on the following indica-  
25 tors—

1           “(A) student academic achievement as  
2 measured by—

3           “(i) high-quality State academic as-  
4 sessments; and

5           “(ii) student growth in accordance  
6 with student growth standards;

7           “(B) for diploma granting schools served  
8 by the learning partnerships, graduation rates;

9           “(C) student attendance, reported sepa-  
10 rately for in-school attendance and attendance  
11 at the nonschool time programs, if applicable;

12           “(D) performance on a set of comprehen-  
13 sive school performance indicators that may in-  
14 clude—

15           “(i) as appropriate, rate of earned on-  
16 time promotion from grade-to-grade;

17           “(ii) for high schools served by the  
18 learning partnerships, the percentage of  
19 students taking a college preparatory cur-  
20 rriculum, or student rates of enrollment,  
21 persistence, and attainment of an associate  
22 or baccalaureate degree;

23           “(iii) the percentage of student sus-  
24 pensions and expulsions;

1 “(iv) indicators of school readiness for  
2 entering kindergartners;

3 “(v) evidence of increased parent and  
4 family engagement and support for chil-  
5 dren’s learning;

6 “(vi) evidence of increased student en-  
7 gagement in school, which may include  
8 completing of assignments and coming to  
9 class prepared;

10 “(vii) evidence of mastery of non-aca-  
11 demic skills which may include problem  
12 solving, learning to work in teams, and so-  
13 cial and civic responsibility;

14 “(viii) improved personal attitude,  
15 which may include initiative, self-con-  
16 fidence, self-esteem and sense of self-effi-  
17 cacy; and

18 “(ix) development of social skills,  
19 which may include behavior, communica-  
20 tion, relationships with peers and adults.

21 “(b) REPORT BY STATE EDUCATIONAL AGENCY.—  
22 A State Educational Agency that receives funds under this  
23 part shall annually prepare and submit to the Secretary  
24 a report that contains all reports submitted by learning



1 partnerships under the jurisdiction of the agency, aggre-  
2 gated and disaggregated, provided under subsection (a).

3 “(c) PUBLICATION AND AVAILABILITY OF THE RE-  
4 PORT.—The Secretary shall publish and make widely  
5 available to the public, including through a website or  
6 other means, a summary of the reports received under  
7 subsection (b).

8 **“SEC. 6578. DEFINITIONS.**

9 “In this part:

10 “(1) LEARNING PARTNERSHIP.—The term  
11 ‘learning partnership’ means—

12 “(A) a local educational agency, a consor-  
13 tium of local educational agencies, or an edu-  
14 cational service agency and one or more local  
15 educational agencies, in a partnership with 1 or  
16 more community-based organizations or other  
17 public or private entities; or

18 “(B) a community-based organization, or  
19 other public or private entity, in a partnership  
20 with a local educational agency, a consortium of  
21 local educational agencies, or an educational  
22 service agency and one or more local edu-  
23 cational agencies.

24 “(2) ADDITIONAL LEARNING TIME.—The term  
25 ‘additional learning time’ means—

1           “(A) time added during non-school hours  
2           or periods when school is not in session, such  
3           as before or after school or during summer re-  
4           cess for activities that—

5                   “(i) provide opportunities for student  
6                   academic enrichment, including hands-on,  
7                   experiential and project-based learning op-  
8                   portunities for subjects including English,  
9                   reading or language arts, mathematics,  
10                  science, foreign languages, civics and gov-  
11                  ernment, economics, arts, history, geog-  
12                  raphy, health education, physical edu-  
13                  cation, environmental literacy, and activi-  
14                  ties such as tutoring and service learning  
15                  that—

16                   “(I) assist students in meeting  
17                   State and local academic achievement  
18                   standards in core academic subjects,

19                   “(II) use evidence-based skill  
20                   training approaches and active forms  
21                   of learning to promote healthy devel-  
22                   opment, and engage students in learn-  
23                   ing;

1                   “(III) align and coordinate with  
2                   the regular school day and school year  
3                   curriculum;

4                   “(IV) align to school improve-  
5                   ment plans, as applicable; and

6                   “(V) align to the learning needs  
7                   of individual students at the school  
8                   served by the learning partnership;

9                   “(ii) provide students with opportuni-  
10                  ties for personal and social development;

11                  “(iii) serve the learning needs and in-  
12                  terests of all students, including those who  
13                  already meet or exceed student academic  
14                  achievement standards as measured by  
15                  high-quality State academic assessments,  
16                  and especially those who may not be  
17                  achieving at grade level in the traditional  
18                  classroom setting;

19                  “(iv) are developmentally and age ap-  
20                  propriate; and

21                  “(v) involve a broad group of stake-  
22                  holders (including educators, parents, stu-  
23                  dents, and community partners) in car-  
24                  rying out additional learning time pro-

1                   grams and activities described in this sub-  
2                   paragraph; or

3                   “(B) time added to expand the school day,  
4                   school week, or school year schedule, that—

5                   “(i) increases the total number of  
6                   school hours for the school year at a school  
7                   based on evidence supporting the amount  
8                   of additional learning time needed to  
9                   achieve the objectives described in clause  
10                  (ii);

11                  “(ii) is used to redesign the school’s  
12                  program and schedule—

13                  “(I) to support innovation in  
14                  teaching, in order to improve the aca-  
15                  demic achievement of students aligned  
16                  to the school improvement plan, if ap-  
17                  plicable, especially those students who  
18                  may not be achieving at grade level, in  
19                  reading or language arts, mathe-  
20                  matics, science, history and civics, and  
21                  other core academic subjects;

22                  “(II) to improve the performance  
23                  of all students, including those stu-  
24                  dents who are struggling to meet col-  
25                  lege and career ready standards or

1 State early learning standards, as ap-  
2 propriate, and those students who al-  
3 ready meet or exceed college and ca-  
4 reer ready standards as measured by  
5 high-quality State academic assess-  
6 ments;

7 “(III) for additional subjects and  
8 enrichment activities that reflect stu-  
9 dent interest, connect to effective  
10 community partners, and contribute  
11 to a well-rounded education, which  
12 may include music and the arts,  
13 health education, physical education,  
14 service learning, and experiential and  
15 work-based learning opportunities  
16 (such as community service, learning  
17 apprenticeships, internships, and job  
18 shadowing);

19 “(IV) to advance student learn-  
20 ing by providing a learning environ-  
21 ment and supporting learning activi-  
22 ties that engage students, develop so-  
23 cial skills, and cultivate positive per-  
24 sonal attitude; and

1                   “(V) for teachers and staff in  
2                   learning partnerships to collaborate,  
3                   and plan, within and across grades  
4                   and subjects;

5                   “(iii) provides school-wide services  
6                   that are—

7                   “(I) aligned to school improve-  
8                   ment plans, as applicable; and

9                   “(II) aligned to individual stu-  
10                  dent achievement needs as identified  
11                  by the school-site staff at the school  
12                  served by the community-learning  
13                  partnership; and

14                  “(iv) involve a broad group of stake-  
15                  holders (including educators, parents, stu-  
16                  dents and community partners) in plan-  
17                  ning and carrying out additional learning  
18                  time programs and activities described in  
19                  this subparagraph.

20                  “(3) ENVIRONMENTAL LITERACY.—The term  
21                  ‘environmental literacy’ means a fundamental under-  
22                  standing of ecological principles, the systems of the  
23                  natural world, and the relationships and interactions  
24                  between natural and man made environments.

1 **“SEC. 6579. AUTHORIZATION OF APPROPRIATIONS.**

2 “There are authorized to be appropriated to carry out  
3 this part \$1,200,000,000 for fiscal year 2016 and such  
4 sums as may be necessary for each succeeding fiscal year.

5 **“SEC. 6580. PROHIBITED USE OF FUNDS.**

6 “No funds under this part may be used for—

7 “(1) the development, establishment, implemen-  
8 tation, or enforcement of zero-tolerance school dis-  
9 cipline policies unless otherwise required by Federal  
10 law; and

11 “(2) law enforcement agencies or local police  
12 departments serving a school or local educational  
13 agency—

14 “(A) with substantial documented excesses  
15 or racial disparities in the use of exclusionary  
16 discipline;

17 “(B) operating under an open school de-  
18 segregation order, whether court ordered or vol-  
19 untary;

20 “(C) operating under a pattern or practice  
21 consent decree for civil rights violations; or

22 “(D) already receiving substantial Federal  
23 funds for the placement of law enforcement in  
24 schools.

1           **“PART G—GRANTS TO SUPPORT STUDENT**

2                           **SAFETY, HEALTH, AND SUCCESS**

3   **“SEC. 6591. PURPOSE.**

4           “The purposes of this part are—

5                   “(1) to support local educational agencies and  
6                   schools in providing comprehensive systems of learn-  
7                   ing supports to students and their families so that  
8                   students receive their education in safe environments  
9                   and graduate from school college and career ready;

10                   “(2) to enhance the ability of local educational  
11                   agencies and schools to leverage resources within  
12                   schools and within communities to improve instruc-  
13                   tion, strengthen programs, and identify gaps in ex-  
14                   isting programs for students;

15                   “(3) to ensure the academic, behavioral, emo-  
16                   tional, health, mental health, and social needs of all  
17                   students, including students from low income fami-  
18                   lies, students with disabilities, English learners, and  
19                   youth who are involved in or who are identified by  
20                   evidence-based risk assessment methods as being at  
21                   high risk of becoming involved in juvenile delin-  
22                   quency or criminal street gangs;

23                   “(4) to support programs and activities that  
24                   prevent and respond to violence in and around  
25                   schools (including bullying, harassment, and mass  
26                   casualty events), that prevent the illegal use of alco-



1       hol, tobacco, and drugs by students, and provide re-  
2       sources and training to foster a safe and drug-free  
3       learning environment to support student academic  
4       achievement; and

5             “(5) to enhance partnerships between schools,  
6       parents, and communities, and better support family  
7       and community engagement in education.

8       **“SEC. 6592. RESERVATIONS AND ALLOTMENTS.**

9             “(a) IN GENERAL.—From the amount made avail-  
10      able under section 6610 to carry out this part for each  
11      fiscal year, the Secretary—

12             “(1) shall reserve 1 percent of such amount for  
13      grants to the outlying areas to be allotted in accord-  
14      ance with the Secretary’s determination of their re-  
15      spective needs and to carry out programs described  
16      in this part; and

17             “(2) shall reserve 1 percent of such amount for  
18      the Secretary of the Interior to carry out programs  
19      described in this part for Indian youth.

20             “(b) STATE ALLOTMENTS.—Except as provided in  
21      subsection (a), the Secretary shall, for each fiscal year,  
22      allot among the States—

23             “(1) one-half of the remainder not reserved  
24      under subsection (a) according to the ratio between

1 the school-aged population of each State and the  
2 school-aged population of all the States; and

3 “(2) one-half of such remainder according to  
4 the ratio between the amount each State received  
5 under section 1124A for the preceding year and the  
6 sum of such amounts received by all the States.

7 “(c) MINIMUM.—For any fiscal year, no State shall  
8 be allotted under this subsection an amount that is less  
9 than one-half of 1 percent of the total amount allotted  
10 to all the States under this subsection.

11 “(d) REALLOTMENT OF UNUSED FUNDS.—

12 “(1) REALLOTMENT FOR FAILURE TO APPLY.—  
13 If any State does not apply for an allotment under  
14 this part for a fiscal year, the Secretary shall reallocate  
15 the amount of the State’s allotment to the remaining  
16 States in accordance with this section.

17 “(2) REALLOTMENT OF UNUSED FUNDS.—The  
18 Secretary may reallocate any amount of any allotment  
19 to a State if the Secretary determines that the State  
20 will be unable to use such amount within 2 years of  
21 such allotment. Such reallocations shall be made on  
22 the same basis as allotments are made under sub-  
23 section (b).

1 **“SEC. 6593. STATE APPLICATIONS.**

2 “(a) APPLICATION.—To receive a grant under this  
3 part, a State educational agency shall submit to the Sec-  
4 retary an application at such time and in such manner  
5 as the Secretary may require, and containing the informa-  
6 tion described in subsection (b).

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

9 “(1) An assurance that the State educational  
10 agency will review existing resources and programs  
11 across the State and coordinate any new plans and  
12 resources under this part with such existing pro-  
13 grams and resources.

14 “(2) A description of how the State educational  
15 agency will identify and eliminate State barriers to  
16 the coordination and integration of programs, initia-  
17 tives, and funding streams so that local educational  
18 agencies can provide comprehensive continuums of  
19 learning supports.

20 “(3) A description of the State educational  
21 agency’s comprehensive school safety plan, which  
22 shall address bullying and harassment, provide for  
23 evidence-based and promising practices related to ju-  
24 venile delinquency and criminal street gang activity  
25 prevention and intervention, address school-spon-  
26 sored, off-premises, overnight field trips, disaster

1 preparedness, and crisis and emergency manage-  
2 ment; and any other issues determined necessary by  
3 the State educational agency (existing plans may be  
4 used to satisfy the requirements of this section if  
5 such existing plans include the information required  
6 by this section, or can be modified to do so, and are  
7 submitted to the Secretary with such modifications)  
8 which—

9 “(A) shall be submitted to the Secretary  
10 not later than 1 year after the enactment of the  
11 Student Success Act;

12 “(B) shall be developed in consultation  
13 with public safety and community partners, in-  
14 cluding police, fire, emergency medical services,  
15 emergency management agencies, parents, and  
16 other such organizations;

17 “(C) shall be made available to the public  
18 in a manner that is understandable and acces-  
19 sible; and

20 “(D) the State educational agency shall re-  
21 quire all local educational agencies to adopt the  
22 plan within 1 year of approval (existing plans  
23 may be used to satisfy the requirements of this  
24 section if such existing plans are approved by  
25 the State educational agency and include the in-

1           formation required by this section, or can be  
2           modified to do so).

3           “(4) A description of how grant funds will be  
4           used to identify best practices for professional devel-  
5           opment for sustainable comprehensive program de-  
6           velopment.

7           “(5) A description of how the State educational  
8           agency will monitor the implementation of activities  
9           under this part, and provide technical assistance to  
10          local eligible entities.

11          “(6) A description of how the State educational  
12          agency will ensure subgrants to eligible entities will  
13          facilitate school-community planning and effective  
14          service coordination, integration, and provision at  
15          the local level to achieve high performance standards  
16          based on the system developed in paragraph (7).

17          “(7) A description of how the State educational  
18          agency will develop a system for reporting and meas-  
19          uring eligible entity performance, and assist eligible  
20          entities in developing and implementing systems for  
21          measuring performance based on the indicators in  
22          section 6598(a)(3).

23          “(8) An assurance that the State educational  
24          agency will set up a process to allow local eligible en-  
25          tities who receive an award under section 6596 and

1 who operate a proven and effective program based  
2 on the measures of performance described in para-  
3 graph (7) to recompete in their last year of funding  
4 for an additional 5-year cycle.

5 “(9) A description of the steps the State edu-  
6 cational agency will take to ensure that activities  
7 and programs carried out by local eligible entities  
8 will implement evidence based strategies.

9 “(10) A description of how the number of youth  
10 involved in juvenile delinquency and criminal justice  
11 systems will not increase as a results of activities  
12 funded under this grant.

13 “(c) APPROVAL PROCESS.—

14 “(1) DEEMED APPROVAL.—An application sub-  
15 mitted by a State pursuant to this section shall un-  
16 dergo peer review by the Secretary and shall be  
17 deemed to be approved by the Secretary unless the  
18 Secretary makes a written determination, prior to  
19 the expiration of the 120-day period beginning on  
20 the date on which the Secretary received the applica-  
21 tion, that the application is not in compliance with  
22 this subpart.

23 “(2) DISAPPROVAL.—The Secretary shall not  
24 finally disapprove the application, except after giving  
25 the State educational agency and the chief executive

1 officer of the State notice and an opportunity for a  
2 hearing.

3 “(3) NOTIFICATION.—If the Secretary finds  
4 that the application is not in compliance, in whole or  
5 in part, with this subpart, the Secretary shall—

6 “(A) give the State educational agency and  
7 the chief executive officer of the State notice  
8 and an opportunity for a hearing; and

9 “(B) notify the State educational agency  
10 and the chief executive officer of the State of  
11 the finding of noncompliance, and in such noti-  
12 fication, shall—

13 “(i) cite the specific provisions in the  
14 application that are not in compliance; and

15 “(ii) request additional information,  
16 only as to the noncompliant provisions,  
17 needed to make the application compliant.

18 “(4) RESPONSE.—If the State educational  
19 agency and the chief executive officer of the State  
20 respond to the Secretary’s notification described in  
21 paragraph (3)(B) during the 45-day period begin-  
22 ning on the date on which the agency received the  
23 notification, and resubmit the application with the  
24 requested information described in paragraph

1 (3)(B)(ii), the Secretary shall approve or disapprove  
2 such application prior to the later of—

3 “(A) the expiration of the 45-day period  
4 beginning on the date on which the application  
5 is resubmitted; or

6 “(B) the expiration of the 120-day period  
7 described in paragraph (1).

8 “(5) FAILURE TO RESPOND.—If the State edu-  
9 cational agency and the chief executive officer of the  
10 State do not respond to the Secretary’s notification  
11 described in paragraph (3)(B) during the 45-day pe-  
12 riod beginning on the date on which the agency re-  
13 ceived the notification, such application shall be  
14 deemed to be disapproved.

15 “(d) RULE OF CONSTRUCTION.—Nothing in this sec-  
16 tion shall be construed to prohibit local educational agen-  
17 cies or individual schools from incorporating additional  
18 elements to the State-developed comprehensive school  
19 safety plan to improve student and school safety reflective  
20 of the individual agency or school community.

21 **“SEC. 6594. STATE USE OF FUNDS.**

22 “(a) 95 PERCENT OF FUNDS.—Each State edu-  
23 cational agency that receives a grant under this part shall  
24 reserve not less than 95 percent of the grant amount, for



1 each fiscal year to award subgrants to local eligible entities  
2 in accordance with section 6596.

3 “(b) 5 PERCENT OF FUNDS.—A State educational  
4 agency shall use not more than 5 percent, of which not  
5 more than 1 percent may be used for administration of  
6 a grant received under this subpart or may subgrant a  
7 portion of such funds to educational service agencies, or  
8 other public entities with demonstrated expertise to carry  
9 out the following activities:

10 “(1) Identify and eliminate State barriers to  
11 the coordination and integration of programs, initia-  
12 tives, and funding streams so that local educational  
13 agencies can provide comprehensive continuums of  
14 learning supports.

15 “(2) Assist local eligible entities who are  
16 prioritized in section 6595(b) including those eligible  
17 entities that plan to serve rural and urban schools  
18 by—

19 “(A) informing those local eligible entities  
20 that they have a priority for competing for  
21 grants;

22 “(B) providing technical assistance to the  
23 local eligible entities for the development of the  
24 applications described in section 6596;

1           “(C) providing technical assistance to the  
2           local eligible entities if they do not receive a  
3           grant under section 6596 so that they may re-  
4           compete in following competitions;

5           “(3) Identify best practices for professional de-  
6           velopment and capacity building for local educational  
7           agencies for the delivery of a comprehensive system  
8           of learning supports for teachers, administrators,  
9           and specialized instructional support personnel in  
10          schools that are served by the eligible entity receiv-  
11          ing funding under this part to implement the au-  
12          thorized activities described in section 6597.

13          “(4) Reporting and evaluation activities.

14       **“SEC. 6595. GENERAL SUBGRANT REQUIREMENTS.**

15          “(a) IN GENERAL.—A State educational agency shall  
16          use grant funds received under this part to award sub-  
17          grants to eligible entities.

18          “(b) ABSOLUTE PRIORITY.—In awarding subgrants  
19          to local eligible entities, the State educational agency shall  
20          give priority to—

21               “(1) local eligible entities that propose to serve  
22               a high percentage or number of students that are el-  
23               igible for free or reduced price lunch under the Rich-  
24               ard B. Russell National School Lunch Act (42  
25               U.S.C. 1751 et seq.); and

1           “(2) local eligible entities proposing to serve  
2           students who attend schools in need of support and  
3           high-priority schools;

4           “(c) COMPETITIVE PRIORITY.—In awarding sub-  
5           grants to local eligible entities, the State educational agen-  
6           cy shall give competitive priority to—

7           “(1) in the case of local eligible entities that in-  
8           tend to implement programs described in section  
9           6597(2)(A), local eligible entities that serve schools  
10          that implement, or have plans to implement discipli-  
11          nary policies that are research based and focus on  
12          multi-tiered systems of support; and

13          “(2) in the case of eligible entities that intend  
14          to implement programs described in section  
15          6597(2)((C), eligible entities proposing to serve geo-  
16          graphic areas most in need of these services and  
17          that commit to working with local Promise Coordi-  
18          nating Councils.

19          “(d) DURATION OF SUBGRANT.—A State educational  
20          agency shall award under this part subgrants to eligible  
21          local entities for 5 years.

22          “(e) RENEWAL.—

23          “(1) IN GENERAL.—A State educational agency  
24          may renew a subgrant awarded under this part for  
25          a period of 5 years.

1           “(2) RENEWAL APPLICATION.—To renew a  
2           subgrant, an eligible entity shall submit an applica-  
3           tion to the Secretary every 5 years as long as the  
4           eligible entity can demonstrate that they operate a  
5           proven and effective program based on performance  
6           on the indicators in section 6598(a)(3).

7   **“SEC. 6596. LOCAL ELIGIBLE ENTITY APPLICATION.**

8           “(a) IN GENERAL.—A local eligible entity that seeks  
9           a grant under this part shall submit an application to the  
10          State at such time, in such manner, and containing such  
11          information as the State may require, including the infor-  
12          mation described in subsection (b).

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

15                 “(1) The results of a comprehensive needs as-  
16                 sessment (which shall include incident data, and  
17                 teacher, parent, or community surveys) and assets  
18                 assessment which shall include a comprehensive  
19                 analysis of the following—

20                         “(A) the safety of the schools served by the  
21                         local eligible entity (which shall include a com-  
22                         prehensive analysis of incidents and prevalence  
23                         of bullying and harassment at schools served by  
24                         the local eligible entity);

1           “(B) the incidence and prevalence of drug,  
2 alcohol and substance abuse at schools served  
3 by the local eligible entity;

4           “(C) the needs of youth in the community  
5 with respect to evidence-based and promising  
6 practices related to juvenile delinquency and  
7 criminal street gang activity prevention and  
8 intervention, including an assessment of the  
9 number of youth who are involved or at-risk of  
10 involvement in juvenile delinquency and crimi-  
11 nal street gang activity and the number of  
12 chronically truant youth;

13           “(D) the number of specialized instruc-  
14 tional support personnel employed by schools  
15 served by the local eligible entity and the serv-  
16 ices provided by those personnel;

17           “(E) the prevalence of student health (in-  
18 cluding mental health, physical fitness, and nu-  
19 trition) needs at schools served by the local eli-  
20 gible entity;

21           “(F) existing programs and services in-  
22 tended to provide a comprehensive system of  
23 support within schools served by local eligible  
24 entities, including the support of school govern-

1           ance and leadership for the programs and serv-  
2           ices;

3           “(G) resources available in the community,  
4           including public agencies and nonprofit organi-  
5           zations, that could be leveraged by schools  
6           served by the local eligible entity to create com-  
7           prehensive systems of support within the  
8           schools;

9           “(H) school discipline data including in-  
10          school suspensions, out-of-school suspensions,  
11          expulsion, school-based arrests, referrals to law  
12          enforcement, and referrals to alternative  
13          schools; and

14          “(I) additional needs identified by the local  
15          eligible entity.

16          “(2) A description of the methodology used in  
17          conducting the needs assessment described in (1);

18          “(3) A description of the plan to implement  
19          grant funds (taking into account the cultural and  
20          linguistic needs of the community) which shall in-  
21          clude the following components:

22                  “(A) A description of the services (taking  
23                  into account the cultural and linguistic needs of  
24                  the community) that will be provided by the  
25                  local eligible entity which shall include preven-

1           tion, intervention, and systematic efforts to ad-  
2           dress student learning needs as identified and  
3           prioritized by the needs assessment in para-  
4           graph (1).

5           “(B) A description of how existing re-  
6           sources, services, and programs will be coordi-  
7           nated and integrated with new resources, serv-  
8           ices, and programs to create a comprehensive  
9           system of learning supports that is aligned with  
10          school improvement plans, as applicable.

11          “(C) A description of the partners within  
12          the eligible entity and their roles as they relate  
13          to the implementation of the comprehensive sys-  
14          tem of learning supports that will be imple-  
15          mented to address the needs outlined in the  
16          needs and assets assessment described in sub-  
17          section (b)(1).

18          “(D) A description of how the grant will be  
19          used to enhance administrator’s, teacher’s, and  
20          specialized instructional support personnel’s  
21          identification and response to student learning  
22          needs for providing learning supports through  
23          professional development, and how school ca-  
24          pacity will be enhanced to handle problems fac-

1 ing students such as those identified in the  
2 needs assessment.

3 “(E) A description of how the eligible enti-  
4 ty will identify the financial savings from de-  
5 ferred or eliminated costs, or other benefits as  
6 a result of the programs or activities imple-  
7 mented by the eligible entities (in the case of an  
8 eligible entity who implements programs de-  
9 scribed in section 6597(2)(C), a comparative  
10 analysis of potential savings from criminal jus-  
11 tice costs, public assistance costs, and other  
12 costs avoided by such programs).

13 “(F) A description of how the local eligible  
14 entity will measure performance based on the  
15 indicators described in section 6598(a)(3).

16 “(G) A description of the process for peri-  
17 odically reviewing the needs of students and as-  
18 sets within the school and community, and in-  
19 volving more community partners as applicable,  
20 and how data on performance on the indicators  
21 described in section 6598(a)(3) will be used to  
22 provide feedback on progress, and institu-  
23 tionalize support mechanisms to maintain and  
24 continually improve activities including when  
25 grant funds end.



1       “(c) SPECIAL RULE.—A local eligible entity may  
2 use—

3               “(1) an existing needs assessment to satisfy the  
4 requirements of subsection (b)(1), if the assessment  
5 includes the information required by such sub-  
6 section, or can be modified to do so; and

7               “(2) an existing plan to satisfy the require-  
8 ments of subsection (b)(3), if the plan meets the re-  
9 quirements of such subsection and is approved by  
10 the State educational agency.

11 **“SEC. 6597. LOCAL ELIGIBLE ENTITY USE OF FUNDS.**

12       “A local eligible entity that receives a subgrant under  
13 this part shall use such funds to carry out the following  
14 activities:

15               “(1) Implement a comprehensive plan as de-  
16 scribed in section 6596(b)(3).

17               “(2) Programs and activities that address the  
18 needs of the schools served by the eligible entity as  
19 identified by the needs and assets assessment in sec-  
20 tion 6596(b)(1), which may include—

21                       “(A) violence prevention programs, includ-  
22 ing—

23                               “(i) programs to provide safe passage  
24 to and from school;

1           “(ii) programs to prevent and appro-  
2           priately respond to incidents of bullying  
3           and harassment (including professional de-  
4           velopment for teachers and other school  
5           personnel);

6           “(iii) programs that promote positive  
7           school environments for learning and re-  
8           duce the need for suspensions, expulsions,  
9           referral to law enforcement, and other  
10          practices that remove students from in-  
11          struction;

12          “(iv) conflict resolution and restora-  
13          tive practice and mediation programs;

14          “(v) activities that involve families,  
15          community sectors (which may include ap-  
16          propriately trained seniors) and a variety  
17          of providers in setting clear expectations  
18          against violence and appropriate con-  
19          sequences of violence;

20          “(vi) professional development and  
21          training for, and involvement of, school  
22          personnel, specialized instructional per-  
23          sonnel, parents, and interested community  
24          members in prevention, education, early  
25          identification and intervention, mentoring,

1 or rehabilitation referral, as related to vio-  
2 lence prevention;

3 “(vii) reporting criminal offenses com-  
4 mitted on school property;

5 “(viii) emergency intervention services  
6 following traumatic crisis events, such as a  
7 shooting, a mass casualty event, or a major  
8 accident that has disrupted the learning  
9 environment;

10 “(ix) establishing and maintaining a  
11 school safety hotline;

12 “(x) programs to train school per-  
13 sonnel to identify warning signs of youth  
14 suicide and to create an action plan to help  
15 youth at risk of suicide; or

16 “(xi) programs that respond to the  
17 needs of students who are faced with do-  
18 mestic violence or child abuse;

19 “(B) drug and alcohol abuse prevention  
20 programs, including—

21 “(i) age appropriate and develop-  
22 mentally based activities that—

23 “(I) address the consequences of  
24 violence and illegal use of drugs, as  
25 appropriate;

1                   “(II) promote a sense of indi-  
2                   vidual responsibility and teach stu-  
3                   dents that most people do not illegally  
4                   use drugs;

5                   “(III) teach students to recognize  
6                   social and peer pressure to use drugs  
7                   illegally and the skills for resisting il-  
8                   legal drug use; and

9                   “(IV) teach students about the  
10                  dangers of emerging drugs;

11                 “(ii) activities that involve families,  
12                 community sectors (which may include ap-  
13                 propriately trained seniors) and a variety  
14                 of providers in setting clear expectations  
15                 against illegal use of drugs and appro-  
16                 priate consequences for illegal use of  
17                 drugs;

18                 “(iii) dissemination of drug prevention  
19                 information to schools and communities;

20                 “(iv) professional development and  
21                 training for, and involvement of, school  
22                 personnel, specialized instructional support  
23                 personnel, parents, and interested commu-  
24                 nity members in prevention, education,  
25                 early identification and intervention, men-

1 toring, or rehabilitation referral, as related  
2 to drug prevention; or

3 “(v) community wide planning and or-  
4 ganizing to reduce illegal drug use;

5 “(C) evidence-based and promising prac-  
6 tices related to juvenile delinquency and crimi-  
7 nal street gang activity prevention and interven-  
8 tion for youth who are involved in, or at risk of  
9 involvement in, juvenile delinquency or street  
10 gang activity (that shall involve multiple com-  
11 munity partners within the local eligible entity  
12 through coordination with a local Promise Co-  
13 ordinating Council);

14 “(D) recruiting, hiring, and maintaining  
15 specialized instructional support personnel or  
16 providing additional specialized instructional  
17 support services, including comprehensive ca-  
18 reer counseling, with priority given to the high-  
19 est need schools to be served by the eligible en-  
20 tity;

21 “(E) implementing multi-tiered systems of  
22 support including positive behavior supports;

23 “(F) support services to address the behav-  
24 ioral, emotional, physical health, mental health  
25 and social needs of students, including—

1                   “(i) social and emotional learning pro-  
2                   grams;

3                   “(ii) mentoring programs;

4                   “(iii) physical fitness, health edu-  
5                   cation, and nutrition education programs;

6                   “(iv) trauma-informed practices;

7                   “(v) programs to meet the unique  
8                   needs of students with active-duty military  
9                   and recently discharged veteran parents;  
10                  and

11                  “(vi) programs to purchase and train  
12                  personnel to use automated external  
13                  defibrillators and hemorrhage control kits;

14                  “(G) services and programs to support  
15                  education of pregnant and parenting teens;

16                  “(H) programs that enable schools to pre-  
17                  pare for, respond to, and recover from disas-  
18                  ters, crises and emergencies that threaten safe-  
19                  ty or disrupt teaching and learning, including  
20                  programs to purchase and train personnel to  
21                  use automated external defibrillators and hem-  
22                  orrhage control kits; or

23                  “(I) other services consistent with this sec-  
24                  tion.

1 **“SEC. 6598. ACCOUNTABILITY AND TRANSPARENCY.**

2 “(a) LOCAL ACCOUNTABILITY AND TRANS-  
3 PARENCY.—On an annual basis, each local eligible entity  
4 shall report to the public and the State such information  
5 as the State may reasonably require, including—

6 “(1) the number of students, aggregated and  
7 disaggregated by subgroup as described in section  
8 1111(e)(3)(A) who were served by the programs and  
9 activities in this part;

10 “(2) the programs and services provided under  
11 this Act;

12 “(3) outcomes resulting from activities and  
13 services funded under this part, aggregated and  
14 disaggregated by subgroup as described in section  
15 1111(e)(3)(A) on the following indicators—

16 “(A) student academic achievement as  
17 measured by State academic assessments and  
18 student growth over time;

19 “(B) for diploma granting schools, gradua-  
20 tion rates;

21 “(C) student attendance;

22 “(D) suspensions and expulsions;

23 “(E) performance on a set of other indica-  
24 tors that shall be based on the activities and  
25 services implemented based on the results of the

1 needs assessment described in section  
2 6596(b)(1) and may include—

3 “(i) the frequency, seriousness, and  
4 incidence of violence, including bullying  
5 and harassment, and drug related offenses  
6 resulting in suspensions and expulsions;

7 “(ii) the incidence and prevalence, age  
8 of onset, perception of health risk, and per-  
9 ception of social disapproval of drug use  
10 and violence by youth in schools and com-  
11 munities;

12 “(iii) the safety of passage to and  
13 from school;

14 “(iv) as appropriate, rate of earned  
15 on-time promotion from grade to grade;

16 “(v) for diploma granting schools, the  
17 percentage of students taking a college  
18 preparatory curriculum, or student rates of  
19 enrollment, persistence, and attainment of  
20 an associate or baccalaureate degree;

21 “(vi) academic and developmental  
22 transitions, including from elementary to  
23 middle school and middle school to high  
24 school;



1                   “(vii) referrals to school resource per-  
2                   sonnel;

3                   “(viii) evidence of increased parent  
4                   and family engagement and support for  
5                   children’s learning;

6                   “(ix) evidence of increased student en-  
7                   gagement in school, which may include  
8                   completing of assignments and coming to  
9                   class prepared and on-time;

10                  “(x) student health, including mental  
11                  health and the amelioration of risk factors;  
12                  and

13                  “(F) other outcome areas as determined by  
14                  the State educational agency.

15                  “(b) STATE ACCOUNTABILITY AND TRANS-  
16 PARENCY.—On an annual basis, each State educational  
17 agency that receives funds under this part shall annually  
18 prepare and submit to the Secretary a report that contains  
19 all reports submitted by local eligible entities under the  
20 jurisdiction of the agency provided under (a).

21                  “(c) SUPPLEMENT, NOT SUPPLANT.—Grant funds  
22 provided under this part shall be used to supplement, and  
23 not supplant, other Federal, State, or local funds that  
24 would, in the absence of such grant funds, be made avail-

1 able for comprehensive systems of learning supports and  
2 students participating in programs under this part.

3 “(d) PUBLICATION AND AVAILABILITY OF RE-  
4 PORT.—The Secretary shall publish and make widely  
5 available to the public, including through a website or  
6 other means, a summary of the reports received under (b).

7 **“SEC. 6599. DEFINITIONS.**

8 “(a) For purposes of this part—

9 “(1) INCIDENT DATA.—The term ‘incident  
10 data’ means data from incident reports by school of-  
11 ficials including, but not limited to, truancy rates;  
12 the frequency, seriousness, and incidence of violence  
13 and drug-related offenses resulting in suspensions  
14 and expulsions; the incidence of bullying and harass-  
15 ment, and the incidence and prevalence of drug use  
16 and violence by students in schools.

17 “(2) COMPREHENSIVE SYSTEM OF LEARNING  
18 SUPPORTS.—The term ‘comprehensive system of  
19 learning supports’ means the multifaceted, and cohe-  
20 sive resources, strategies, and practices that provide  
21 class-room based or school-wide interventions to ad-  
22 dress the academic, behavioral, emotional, physical  
23 health, mental health, and social needs of students  
24 and families to improve student learning, teacher in-  
25 struction and school management.

1           “(3) LOCAL ELIGIBLE ENTITY.—The term  
2           ‘local eligible entity’ means a consortium consisting  
3           of community representatives that—

4                   “(A) shall include—

5                           “(i) a local educational agency;

6                           “(ii) not less than 1 other community  
7                   partner organization; and

8                   “(B) may include a broad array of commu-  
9                   nity partners, including a community based or-  
10                   ganization, a child and youth serving organiza-  
11                   tion, an institution of higher education, a foun-  
12                   dation, a business, a local government, includ-  
13                   ing a local governmental agency serving chil-  
14                   dren and youth such as a child welfare and ju-  
15                   venile justice agency; students, and parents;  
16                   and may include representatives from multiple  
17                   jurisdictions.

18           “(4) MULTI-TIERED SYSTEM OF SUPPORT.—

19           The term ‘multi-tiered system of support’ means a  
20           comprehensive system of differentiated supports that  
21           includes evidence-based instruction, universal screen-  
22           ing, progress monitoring, formative assessments, re-  
23           search-based interventions matched to student needs  
24           and educational decisionmaking using student out-  
25           come data.

- 1           “(5) BULLYING.—The term ‘bullying’—
- 2                   “(A) means conduct, including electronic
- 3                   communication, that adversely affects the abil-
- 4                   ity of 1 or more students to participate in and
- 5                   benefit from the school’s educational programs
- 6                   or activities by placing the student (or stu-
- 7                   dents) in reasonable fear of physical harm; and
- 8                   “(B) includes conduct that is based on—
- 9                           “(i) a student’s actual or perceived—
- 10                                   “(I) race;
- 11                                   “(II) color;
- 12                                   “(III) national origin;
- 13                                   “(IV) sex;
- 14                                   “(V) disability
- 15                                   “(VI) sexual orientation;
- 16                                   “(VII) gender identity;
- 17                                   “(VIII) religion;
- 18                                   “(IX) immigration or migrant
- 19                                   status;
- 20                                   “(X) proficiency in the English
- 21                                   language; or
- 22                                   “(XI) state of homelessness;
- 23                           “(ii) any other distinguishing charac-
- 24                           teristics that may be defined by a State or
- 25                           local educational agency; or

1                   “(iii) association with a person or  
2                   group with 1 or more of the actual or per-  
3                   ceived characteristics listed in clause (i) or  
4                   (ii).

5                   “(6) HARASSMENT.—The term ‘harassment’—

6                   “(A) means conduct, including electronic  
7                   communication, that adversely affects the abil-  
8                   ity of 1 or more students to participate in and  
9                   benefit from the school’s educational programs  
10                  or activities because the conduct, as reasonably  
11                  perceived, is so severe, persistent, or persuasive;  
12                  and

13                  “(B) includes conduct that is based on—

14                  “(i) a student’s actual or perceived—

15                          “(I) race;

16                          “(II) color;

17                          “(III) national origin;

18                          “(IV) sex;

19                          “(V) disability

20                          “(VI) sexual orientation;

21                          “(VII) gender identity; or

22                          “(VIII) religion;

23                  “(ii) any other distinguishing charac-  
24                  teristics that may be defined by a State or  
25                  local educational agency; or

1                   “(iii) association with a person or  
2                   group with 1 or more of the actual or per-  
3                   ceived characteristics listed in clause (i) or  
4                   (ii).

5                   “(7) JUVENILE DELINQUENCY AND CRIMINAL  
6                   STREET GANG ACTIVITY PREVENTION AND INTER-  
7                   VENTION.—The term ‘juvenile delinquency and  
8                   criminal street gang activity prevention and inter-  
9                   vention’ means the provision of programs and re-  
10                  sources to children and families who have not yet  
11                  had substantial contact with criminal justice or juve-  
12                  nile justice systems or to youth who are involved in,  
13                  or who are identified by evidence-based risk assess-  
14                  ment methods as being at high risk of continued in-  
15                  volvement in, juvenile delinquency or criminal street  
16                  gangs, that—

17                   “(A) are designed to reduce potential juve-  
18                   nile delinquency and criminal street gang activ-  
19                   ity risks; and

20                   “(B) are evidence-based or promising edu-  
21                   cational, health, mental health, school-based,  
22                   community-based, faith-based, parenting, job  
23                   training, social opportunities and experiences,  
24                   or other programs, for youth and their families,  
25                   that have been demonstrated to be effective in

1           reducing juvenile delinquency and criminal  
2           street gang activity risks.

3           “(8) PROMISE COORDINATING COUNCILS.—

4           The members of a PROMISE Coordinating Council  
5           shall be representatives of public and private sector  
6           entities and individuals that—

7                   “(A) shall include, to the extent possible,  
8                   at least one representative from each of the fol-  
9                   lowing:

10                           “(i) the local chief executive’s office;

11                           “(ii) a local educational agency;

12                           “(iii) a local health agency or pro-  
13                           vider;

14                           “(iv) a local mental health agency or  
15                           provider, unless the representative under  
16                           clause (iii)) also meets the requirements of  
17                           this subparagraph;

18                           “(v) a local public housing agency;

19                           “(vi) a local law enforcement agency;

20                           “(vii) a local child welfare agency;

21                           “(viii) a local juvenile court;

22                           “(ix) a local juvenile prosecutor’s of-  
23                           fice;

24                           “(x) a private juvenile residential care  
25                           entity;

1                   “(xi) a local juvenile public defender’s  
2                   office;

3                   “(xii) a State juvenile correctional en-  
4                   tity;

5                   “(xiii) a local business community  
6                   representative; and

7                   “(xiv) a local faith-based community  
8                   representative;

9                   “(B) shall include two representatives from  
10                  each of the following:

11                  “(i) parents who have minor children,  
12                  and who have an interest in the local juve-  
13                  nile or criminal justice systems;

14                  “(ii) youth between the ages of 15  
15                  and 24 who reside in the jurisdiction of the  
16                  unit or Tribe; and

17                  “(iii) members from nonprofit commu-  
18                  nity-based organizations that provide effec-  
19                  tive delinquency prevention and interven-  
20                  tion to youth in the jurisdiction of the eli-  
21                  gible entity; and

22                  “(C) may include other members, as ap-  
23                  propriate.

24                  “(9) SPECIALIZED INSTRUCTIONAL SUPPORT  
25                  PERSONNEL.—The term ‘specialized instructional



1 support personnel’ means school counselors, school  
2 social workers, school psychologists, school nurses,  
3 and other qualified professionals involved in pro-  
4 viding assessment, diagnosis, counseling, edu-  
5 cational, therapeutic, medical, and other necessary  
6 services (including related services, as such term is  
7 defined in section 602 of the Individuals with Dis-  
8 abilities in Education Act (20 U.S.C. 1401) ) as  
9 part of a comprehensive program to meet student  
10 needs.

11 **“SEC. 6600. AUTHORIZATION OF APPROPRIATIONS.**

12 “There are authorized to be appropriated to carry out  
13 this part \$350,000,000 for fiscal year 2016 and such sums  
14 as may be necessary for each succeeding fiscal year.

15 **“SEC. 6601. PROHIBITED USE OF FUNDS.**

16 “No funds under this part may be used for—

17 “(1) the development, establishment, implemen-  
18 tation, or enforcement of zero-tolerance school dis-  
19 cipline policies unless otherwise required by Federal  
20 law; and

21 “(2) law enforcement agencies or local police  
22 departments serving a school or local educational  
23 agency—

1           “(A) with substantial documented excesses  
2           or racial disparities in the use of exclusionary  
3           discipline;

4           “(B) operating under an open school de-  
5           segregation order, whether court ordered or vol-  
6           untary;

7           “(C) operating under a pattern or practice  
8           consent decree for civil rights violations; or

9           “(D) already receiving substantial Federal  
10          funds for the placement of law enforcement in  
11          schools.

## 12   **“PART H—FULL-SERVICE COMMUNITY SCHOOLS**

### 13   **“SEC. 6611. SHORT TITLE.**

14          “‘This part may be cited as the ‘Full-Service Commu-  
15          nity Schools Act of 2015’.

### 16   **“SEC. 6612. PURPOSES.**

17          “‘The purposes of this part are the following:

18               “(1) Improving student learning and develop-  
19               ment by providing supports for students that enable  
20               them to graduate college- and career-ready.

21               “(2) Providing support for the planning, imple-  
22               mentation, and operation of full-service community  
23               schools.

24               “(3) Improving the coordination and integra-  
25               tion, accessibility, and effectiveness of services for

1 children and families, particularly for students at-  
2 tending high-poverty schools, including high-poverty  
3 rural schools.

4 “(4) Enabling educators and school personnel  
5 to complement and enrich efforts to improve aca-  
6 demic achievement and other results.

7 “(5) Ensuring that children have the physical,  
8 social, and emotional well-being to come to school  
9 ready to engage in the learning process every day.

10 “(6) Promoting and enabling family and com-  
11 munity engagement in the education of children.

12 “(7) Enabling more efficient use of Federal,  
13 State, local, and private sector resources that serve  
14 children and families.

15 “(8) Facilitating the coordination and integra-  
16 tion of programs and services operated by commu-  
17 nity-based organizations, nonprofit organizations,  
18 and State, local, and tribal governments.

19 “(9) Engaging students as resources to their  
20 communities.

21 “(10) Engaging the business community and  
22 other community organizations as partners in the  
23 development and operation of full-service community  
24 schools.

1 **“SEC. 6613. DEFINITION.**

2 “In this part, the term ‘full-service community school’  
3 means a public elementary or secondary school that—

4 “(1) participates in a community-based effort to  
5 coordinate and integrate educational, developmental,  
6 family, health, and other comprehensive services  
7 through community-based organizations and public  
8 and private partnerships; and

9 “(2) provides access to such services to stu-  
10 dents, families, and the community, such as access  
11 during the school year (including before- and after-  
12 school hours and weekends), as well as during the  
13 summer.

14 **“SEC. 6614. LOCAL PROGRAMS.**

15 “(a) GRANTS.—The Secretary may award grants to  
16 eligible entities to assist public elementary or secondary  
17 schools to function as full-service community schools.

18 “(b) USE OF FUNDS.—Grants awarded under this  
19 section shall be used to—

20 “(1) coordinate not less than 3 existing quali-  
21 fied services and provide not less than 2 additional  
22 qualified services at 2 or more public elementary or  
23 secondary schools;

24 “(2) integrate multiple services into a com-  
25 prehensive, coordinated continuum supported by re-  
26 search-based activities which achieve the perform-

1       ance goals established under subsection (c)(4)(E) to  
2       meet the holistic needs of young people; and

3           “(3) if applicable, coordinate and integrate  
4       services provided by community-based organizations  
5       and government agencies with services provided by  
6       specialized instructional support personnel.

7       “(c) APPLICATION.—To seek a grant under this sec-  
8       tion, an eligible entity shall submit an application to the  
9       Secretary at such time and in such manner as the Sec-  
10      retary may require. The Secretary shall require that each  
11      such application include the following:

12           “(1) A description of the eligible entity.

13           “(2) A memorandum of understanding among  
14      all partner entities that will assist the eligible entity  
15      to coordinate and provide qualified services and that  
16      describes the roles the partner entities will assume.

17           “(3) A description of the capacity of the eligible  
18      entity to coordinate and provide qualified services at  
19      2 or more full-service community schools.

20           “(4) A comprehensive plan that includes de-  
21      scriptions of the following:

22           “(A) The student, family, and school com-  
23      munity to be served, including information  
24      about demographic characteristics that include  
25      major racial and ethnic groups, median family

1 income, percent of students eligible for free-  
2 and reduced-price lunch, and other information.

3 “(B) A needs assessment that identifies  
4 the academic, physical, social, emotional, health,  
5 mental health, and other needs of students,  
6 families, and community residents.

7 “(C) A community assets assessment  
8 which identifies existing resources which could  
9 be aligned.

10 “(D) The most appropriate metric to de-  
11 scribe the plan’s reach within a community  
12 using either—

13 “(i) the number of families and stu-  
14 dents to be served, and the frequency of  
15 services; or

16 “(ii) the proportion of families and  
17 students to be served, and the frequency of  
18 services.

19 “(E) Yearly measurable performance goals,  
20 including an increase in the percentage of fami-  
21 lies and students targeted for services each year  
22 of the program, which are consistent with the  
23 following objectives:

24 “(i) Children are ready for school.

1                   “(ii) Students are engaged and  
2                   achieving academically.

3                   “(iii) Students are physically, men-  
4                   tally, socially, and emotionally healthy.

5                   “(iv) Schools and neighborhoods are  
6                   safe and provide a positive climate for  
7                   learning that is free from bullying or har-  
8                   assment.

9                   “(v) Families are supportive and en-  
10                  gaged in their children’s education.

11                  “(vi) Students and families are pre-  
12                  pared for postsecondary education and  
13                  21st century careers.

14                  “(vii) Students are contributing to  
15                  their communities.

16                  “(F) Performance measures to monitor  
17                  progress toward attainment of the goals estab-  
18                  lished under subparagraph (E), including a  
19                  combination of the following, to the extent ap-  
20                  plicable:

21                  “(i) Multiple objective measures of  
22                  student achievement, including assess-  
23                  ments, classroom grades, and other means  
24                  of assessing student performance.

1                   “(ii) Attendance (including absences  
2                   related to illness and truancy) and chronic  
3                   absenteeism rates.

4                   “(iii) Disciplinary actions against stu-  
5                   dents, including suspensions and expul-  
6                   sions.

7                   “(iv) Access to health care and treat-  
8                   ment of illnesses demonstrated to impact  
9                   academic achievement.

10                  “(v) Performance in making progress  
11                  toward intervention services goals as estab-  
12                  lished by specialized instructional support  
13                  personnel.

14                  “(vi) Participation rates by parents  
15                  and family members in school-sanctioned  
16                  activities and activities that occur as a re-  
17                  sult of community and school collaboration,  
18                  as well as activities intended to support  
19                  adult education and workforce develop-  
20                  ment.

21                  “(vii) Number and percentage of stu-  
22                  dents and family members provided serv-  
23                  ices under this part.

24                  “(viii) Valid measures of postsec-  
25                  ondary education and career readiness.



1                   “(ix) Service-learning and community  
2                   service participation rates.

3                   “(x) student satisfaction surveys.

4                   “(G) Qualified services, including existing  
5                   and additional qualified services, to be coordi-  
6                   nated and provided by the eligible entity and its  
7                   partner entities, including an explanation of—

8                   “(i) why such services have been se-  
9                   lected;

10                  “(ii) how such services will improve  
11                  student academic achievement; and

12                  “(iii) how such services will address  
13                  performance goals established under sub-  
14                  paragraph (E).

15                  “(H) Plans to ensure that each site has  
16                  full-time coordination of qualified services at  
17                  each full-service community school, including  
18                  coordination with existing specialized instruc-  
19                  tional support personnel.

20                  “(I) Planning, coordination, management,  
21                  and oversight of qualified services at each  
22                  school to be served, including the role of the  
23                  school principal, partner entities, parents, and  
24                  members of the community.

1           “(J) Funding sources for qualified services  
2           to be coordinated and provided at each school  
3           to be served, whether such funding is derived  
4           from a grant under this section or from other  
5           Federal, State, local, or private sources.

6           “(K) Plans for professional development  
7           for personnel managing, coordinating, or deliv-  
8           ering qualified services at the schools to be  
9           served.

10          “(L) Plans for joint utilization and mainte-  
11          nance of school facilities by the eligible entity  
12          and its partner entities.

13          “(M) How the eligible entity and its part-  
14          ner entities will focus services on schools eligible  
15          for a schoolwide program under section 1114.

16          “(N) Plans for periodic evaluation based  
17          upon attainment of the performance measures  
18          described in subparagraph (F).

19          “(O) How the qualified services will meet  
20          the principles of effectiveness described in sub-  
21          section (d).

22          “(5) A plan for sustaining the programs and  
23          services outlined in this part.

1           “(d) PRINCIPLES OF EFFECTIVENESS.—For a pro-  
2 gram developed pursuant to this section to meet principles  
3 of effectiveness, such program shall be based upon—

4           “(1) an assessment of objective data regarding  
5 the need for the establishment of a full-service com-  
6 munity school and qualified services at each school  
7 to be served and in the community involved;

8           “(2) an established set of performance meas-  
9 ures aimed at ensuring the availability and effective-  
10 ness of high-quality services; and

11           “(3) if appropriate, scientifically based research  
12 that provides evidence that the qualified services in-  
13 volved will help students meet State and local stu-  
14 dent academic achievement standards.

15           “(e) PRIORITY.—In awarding grants under this sec-  
16 tion, the Secretary shall give priority to eligible entities  
17 that—

18           “(1) will serve a minimum of 2 or more full-  
19 service community schools eligible for a schoolwide  
20 program under section 1114, as part of a  
21 community- or district-wide strategy; and

22           “(2) will be connected to a consortium com-  
23 prised of a broad representation of stakeholders, or  
24 a consortium demonstrating a history of effective-  
25 ness.

1       “(f) GRANT PERIOD.—Each grant awarded under  
2 this section shall be for a period of 5 years and may be  
3 renewed at the discretion of the Secretary based on the  
4 eligible entity’s demonstrated effectiveness in meeting the  
5 performance goals and measures established under sub-  
6 paragraphs (E) and (F) of subsection (c)(4).

7       “(g) PLANNING.—The Secretary may authorize an el-  
8 igible entity to use grant funds under this section for plan-  
9 ning purposes in an amount not greater than 10 percent  
10 of the total grant amount.

11       “(h) MINIMUM AMOUNT.—The Secretary may not  
12 award a grant to an eligible entity under this section in  
13 an amount that is less than \$75,000 for each year of the  
14 5-year grant period.

15       “(i) DEFINITIONS.—In this section—

16               “(1) the term ‘additional qualified services’  
17 means qualified services directly funded under this  
18 part;

19               “(2) the term ‘eligible entity’ means a consor-  
20 tium of 1 or more local educational agencies and 1  
21 or more community-based organizations, nonprofit  
22 organizations, or other public or private entities;

23               “(3) the term ‘existing qualified services’ means  
24 qualified services already being financed, as of the  
25 time of the application, by Federal, State, local or

1 private sources, or volunteer activities being sup-  
2 ported as of such time by civic, business, faith-  
3 based, social, and other similar organizations; and

4 “(4) the term ‘qualified services’ means any of  
5 the following:

6 “(A) Early childhood education.

7 “(B) Remedial education activities and en-  
8 richment activities, including expanded learning  
9 time.

10 “(C) Summer or after-school enrichment  
11 and learning experiences.

12 “(D) Programs under the Head Start Act,  
13 including Early Head Start programs.

14 “(E) Nurse home visitation services.

15 “(F) Teacher home visiting.

16 “(G) Programs that promote parental in-  
17 volvement and family literacy.

18 “(H) Mentoring and other youth develop-  
19 ment programs, including peer mentoring and  
20 conflict mediation.

21 “(I) Parent leadership development activi-  
22 ties.

23 “(J) Parenting education activities.

24 “(K) Child care services.

1           “(L) Community service and service-learn-  
2           ing opportunities.

3           “(M) Developmentally appropriate physical  
4           education.

5           “(N) Programs that provide assistance to  
6           students who have been truant, suspended, or  
7           expelled.

8           “(O) Job training, internship opportuni-  
9           ties, and career counseling services.

10          “(P) Nutrition services.

11          “(Q) Primary health and dental care.

12          “(R) Mental health counseling services.

13          “(S) Adult education, including instruction  
14          in English as a second language.

15          “(T) Juvenile crime prevention and reha-  
16          bilitation programs.

17          “(U) Specialized instructional support  
18          services.

19          “(V) Homeless prevention services.

20          “(W) Other services consistent with this  
21          part.

22   **“SEC. 6615. STATE PROGRAMS.**

23          “(a) GRANTS.—The Secretary may award grants to  
24          State collaboratives to support the development of full-

1 service community school programs in accordance with  
2 this section.

3 “(b) USE OF FUNDS.—Grants awarded under this  
4 section shall be used only for the following:

5 “(1) Developing a State comprehensive results  
6 and indicators framework to implement full-service  
7 community schools, consistent with performance  
8 goals described in section 6614(c)(4)(E).

9 “(2) Planning, coordinating, and expanding the  
10 development of full-service community schools in the  
11 State, particularly schools in high-poverty local edu-  
12 cational agencies, including high-poverty rural local  
13 educational agencies.

14 “(3) Providing technical assistance and training  
15 for full-service community schools, including profes-  
16 sional development for personnel and creation of  
17 data collection and evaluation systems.

18 “(4) Collecting, evaluating, and reporting data  
19 about the progress of full-service community schools.

20 “(5) Evaluating the impact of State and Fed-  
21 eral policies and guidelines on the ability of eligible  
22 entities (as defined in section 6614(i)) to integrate  
23 Federal and State programs at full-service commu-  
24 nity schools, and taking action to make necessary  
25 changes.

1       “(c) APPLICATION.—To seek a grant under this sec-  
2 tion, a State collaborative shall submit an application to  
3 the Secretary at such time and in such manner as the  
4 Secretary may require. The Secretary shall require that  
5 each such application include the following:

6           “(1) A memorandum of understanding among  
7 all governmental agencies and nonprofit organiza-  
8 tions that will participate as members of the State  
9 collaborative.

10          “(2) A description of the expertise of each  
11 member of the State collaborative—

12           “(A) in coordinating Federal and State  
13 programs across multiple agencies;

14           “(B) in working with and developing the  
15 capacity of full-service community schools; and

16           “(C) in working with high-poverty schools  
17 or rural schools and local educational agencies.

18          “(3) A comprehensive plan describing how the  
19 grant will be used to plan, coordinate, and expand  
20 the delivery of services at full-service community  
21 schools.

22          “(4) A comprehensive accountability plan that  
23 will be used to demonstrate effectiveness, including  
24 the measurable performance goals of the program  
25 and performance measures to monitor progress and



1 assess services' impact on students and families and  
2 academic achievement.

3 “(5) An explanation of how the State collabora-  
4 tive will work to ensure State policies and guide-  
5 lines can support the development of full-service  
6 community schools, as well as provide technical as-  
7 sistance and training, including professional develop-  
8 ment, for full-service community schools.

9 “(6) An explanation of how the State will col-  
10 lect and evaluate information on full-service commu-  
11 nity schools.

12 “(d) GRANT PERIOD.—Each grant awarded under  
13 this section shall be for a period of 5 years.

14 “(e) MINIMUM AMOUNT.—The Secretary may not  
15 award a grant to a State collaborative under this section  
16 in an amount that is less than \$500,000 for each year  
17 of the 5-year grant period.

18 “(f) DEFINITIONS.—For purposes of this section—

19 “(1) the term ‘State’ includes the several  
20 States, the District of Columbia, the Commonwealth  
21 of Puerto Rico, the Commonwealth of the Northern  
22 Mariana Islands, American Samoa, Guam, the  
23 United States Virgin Islands, and any other terri-  
24 tory or possession of the United States; and

1           “(2) the term ‘State collaborative’ means a col-  
2           laborative of a State educational agency and not less  
3           than 2 other governmental agencies or nonprofit or-  
4           ganizations that provide services to children and  
5           families.

6   **“SEC. 6616. ADVISORY COMMITTEE.**

7           “(a) ESTABLISHMENT.—There is hereby established  
8           an advisory committee to be known as the ‘Full-Service  
9           Community Schools Advisory Committee’ (in this section  
10          referred to as the ‘Advisory Committee’).

11          “(b) DUTIES.—Subject to subsection (c), the Advi-  
12          sory Committee shall—

13                  “(1) consult with the Secretary on the develop-  
14                  ment and implementation of programs under this  
15                  part;

16                  “(2) identify strategies to improve the coordina-  
17                  tion of Federal programs in support of full-service  
18                  community schools; and

19                  “(3) issue an annual report to the Congress on  
20                  efforts under this part, including a description of—

21                          “(A) the results of local and national eval-  
22                          uations of such efforts; and

23                          “(B) the scope of services being coordi-  
24                          nated under this part.

1       “(c) CONSULTATION.—In carrying out its duties  
2 under this section, the Advisory Committee shall consult  
3 annually with eligible entities awarded grants under sec-  
4 tion 6614, State collaboratives awarded grants under sec-  
5 tion 6615, and other entities with expertise in operating  
6 full-service community schools.

7       “(d) MEMBERS.—The Advisory Committee shall con-  
8 sist of 5 members as follows:

9           “(1) The Secretary of Education (or the Sec-  
10 retary’s delegate).

11           “(2) The Attorney General of the United States  
12 (or the Attorney General’s delegate).

13           “(3) The Secretary of Agriculture (or the Sec-  
14 retary’s delegate).

15           “(4) The Secretary of Health and Human Serv-  
16 ices (or the Secretary’s delegate).

17           “(5) The Secretary of Labor (or the Secretary’s  
18 delegate).

19 **“SEC. 6617. GENERAL PROVISIONS.**

20       “(a) TECHNICAL ASSISTANCE.—The Secretary, di-  
21 rectly or through grants, shall provide such technical as-  
22 sistance as may be appropriate to accomplish the purposes  
23 of this part.

24       “(b) EVALUATIONS BY SECRETARY.—The Secretary  
25 shall conduct evaluations on the effectiveness of grants

1 under sections 6614 and 6615 in achieving the purposes  
2 of this part.

3 “(c) EVALUATIONS BY GRANTEES.—The Secretary  
4 shall require each recipient of a grant under this part—

5 “(1) to conduct periodic evaluations of the  
6 progress achieved with the grant toward achieving  
7 the purposes of this part;

8 “(2) to use such evaluations to refine and im-  
9 prove activities conducted with the grant and the  
10 performance measures for such activities; and

11 “(3) to make the results of such evaluations  
12 publicly available, including by providing public no-  
13 tice of such availability.

14 “(d) CONSTRUCTION CLAUSE.—Nothing in this part  
15 shall be construed to alter or otherwise affect the rights,  
16 remedies, and procedures afforded school or school district  
17 employees under Federal, State, or local laws (including  
18 applicable regulations or court orders) or under the terms  
19 of collective bargaining agreements, memoranda of under-  
20 standing, or other agreements between such employees  
21 and their employers.

22 “(e) SUPPLEMENT, NOT SUPPLANT.—Funds made  
23 available to a grantee under this part may be used only  
24 to supplement, and not supplant, any other Federal, State,

1 or local funds that would otherwise be available to carry  
2 out the activities assisted under this part.

3 “(f) MATCHING FUNDS.—

4 “(1) IN GENERAL.—The Secretary shall require  
5 each recipient of a grant under this part to provide  
6 matching funds from non-Federal sources in an  
7 amount determined under paragraph (2).

8 “(2) DETERMINATION OF AMOUNT OF  
9 MATCH.—

10 “(A) SLIDING SCALE.—Subject to subpara-  
11 graph (B), the Secretary shall determine the  
12 amount of matching funds to be required of a  
13 grantee under this subsection based on a sliding  
14 fee scale that takes into account—

15 “(i) the relative poverty of the popu-  
16 lation to be targeted by the grantee; and

17 “(ii) the ability of the grantee to ob-  
18 tain such matching funds.

19 “(B) MAXIMUM AMOUNT.—The Secretary  
20 may not require any grantee under this section  
21 to provide matching funds in an amount that  
22 exceeds the amount of the grant award.

23 “(3) IN-KIND CONTRIBUTIONS.—The Secretary  
24 shall permit grantees under this section to match  
25 funds in whole or in part with in-kind contributions.

1           “(4) CONSIDERATION.—Notwithstanding this  
2 subsection, the Secretary shall not consider an appli-  
3 cant’s ability to match funds when determining  
4 which applicants will receive grants under this part.

5           “(g) SPECIAL RULE.—Entities receiving funds under  
6 this part shall comply with all existing Federal statutes  
7 that prohibit discrimination.

8 **“SEC. 6618. AUTHORIZATION OF APPROPRIATIONS.**

9           “(a) IN GENERAL.—There are authorized to be ap-  
10 propriated to carry out this part such sums as may be  
11 necessary for each of fiscal years 2016 through 2020.

12           “(b) ALLOCATION.—Of the amounts appropriated to  
13 carry out this part for each fiscal year—

14               “(1) 85 percent shall be for section 6614;

15               “(2) 10 percent shall be for section 6615; and

16               “(3) 5 percent shall be for subsections (a) and  
17 (b) of section 6617, of which not less than \$500,000  
18 shall be for technical assistance under section  
19 6617(a).

20 **“SEC. 6619. PROHIBITED USE OF FUNDS.**

21           ““No funds under this part may be used for—

22               “(1) the development, establishment, implemen-  
23 tation, or enforcement of zero-tolerance school dis-  
24 cipline policies unless otherwise required by Federal  
25 law; and

1           “(2) law enforcement agencies or local police  
2           departments serving a school or local educational  
3           agency—

4                   “(A) with substantial documented excesses  
5                   or racial disparities in the use of exclusionary  
6                   discipline;

7                   “(B) operating under an open school de-  
8                   segregation order, whether court ordered or vol-  
9                   untary;

10                   “(C) operating under a pattern or practice  
11                   consent decree for civil rights violations; or

12                   “(D) already receiving substantial Federal  
13                   funds for the placement of law enforcement in  
14                   schools.”.

