

114TH CONGRESS  
1ST SESSION

# S. 412

To amend the Elementary and Secondary Education Act of 1965 to encourage and support parent, family, and community involvement in schools, to provide needed integrated services and comprehensive supports to children for the ultimate goal of assisting students to stay in school, become successful learners, improve their academic achievement, and for other purposes.

---

IN THE SENATE OF THE UNITED STATES

FEBRUARY 9, 2015

Ms. MIKULSKI introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

---

## A BILL

To amend the Elementary and Secondary Education Act of 1965 to encourage and support parent, family, and community involvement in schools, to provide needed integrated services and comprehensive supports to children for the ultimate goal of assisting students to stay in school, become successful learners, improve their academic achievement, and for other purposes.

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

1 **SECTION 1. SHORT TITLE.**

2 This Act may be cited as the “Schools Utilizing Com-  
3 prehensive and Community Engagement for Success Act”  
4 or the “Success Act”.

5 **SEC. 2. FINDINGS.**

6 Congress finds the following:

7 (1) Research studies consistently show a posi-  
8 tive relationship between family engagement and  
9 student achievement. This relationship holds across  
10 families of all economic, racial and ethnic, and edu-  
11 cational backgrounds and for students of all ages.

12 (2) Educators recognize, on the basis of social  
13 science and common experience, that effective family  
14 and community engagement is a critical element in  
15 children’s academic, social, and emotional develop-  
16 ment. Poverty, limited English proficiency, and vary-  
17 ing cultural expectations are among the biggest bar-  
18 riers to effective family engagement.

19 (3) Schools with effective family and community  
20 engagement strategies provide bridges between fami-  
21 lies, community-based organizations, and schools to  
22 improve communication, information sharing, serv-  
23 ices, and comprehensive supports for children and  
24 families.

25 (4) Educational research suggests that student  
26 achievement improves in environments where learn-

1       ing is a community value, and where schools have  
2       the ability to address a broad range of needs, both  
3       academic and otherwise, for all students, such as in  
4       full-service community schools.

5           (5) Cross-sector community engagement of  
6       businesses, institutions of higher education, philan-  
7       thropic organizations, school boards, child care orga-  
8       nizations, family advocates, neighborhood and serv-  
9       ice organizations, after-school providers, and com-  
10      munity-based organizations, is essential if schools  
11      are to ensure that all children meet college and  
12      work-ready standards.

13          (6) More than 1,000,000 of the students who  
14      enter grade 9 do not receive a high school diploma  
15      4 years later and approximately 7,000 students drop  
16      out of school each day, including a significant per-  
17      centage of students with the potential of high aca-  
18      demic achievement.

19          (7) Integrated services and comprehensive sup-  
20      ports, such as before school, after school, and sum-  
21      mer activities, family engagement, health and mental  
22      services, and other services and supports, are nec-  
23      essary components of effective, school-based efforts  
24      to dramatically affect dropout prevention rates, in-  
25      crease graduation rates, and improve student

1 achievement. In one national study, 98 percent of  
2 students receiving such services and supports stayed  
3 in school, 89 percent had fewer suspensions, and 85  
4 percent of such students who were eligible high-  
5 school seniors graduated.

6 (8) Through the Judith P. Hoyer Centers, or  
7 “Judy Centers”, the State of Maryland has operated  
8 an integrated services and comprehensive supports  
9 model geared towards young children, and their fam-  
10 ilies, and have seen remarkable increases in school  
11 readiness among children who enter kindergarten  
12 having attended a Judy Center.

13 **SEC. 3. AMENDMENTS TO THE ELEMENTARY AND SEC-**  
14 **ONDARY EDUCATION ACT OF 1965.**

15 (a) STATEMENT OF PURPOSE.—Section 1001 of the  
16 Elementary and Secondary Education Act of 1965 (20  
17 U.S.C. 6301) is amended—

18 (1) by striking paragraph (11) and inserting  
19 the following:

20 “(11) coordinating services under all parts of  
21 this title with each other, with services under all  
22 other titles of this Act, with other education services,  
23 and with other public and private agencies in the  
24 community providing services to children and  
25 youth;”;

1           (2) in paragraph (12), by striking the period at  
2           the end and inserting “; and”; and

3           (3) by adding at the end the following:

4           “(13) promoting strong partnerships between  
5           schools and their communities that contribute to in-  
6           creased student achievement and greater family and  
7           community engagement in creating positive condi-  
8           tions for learning for children.”.

9           (b) LOCAL EDUCATIONAL AGENCY PLANS.—Section  
10          1112(b)(1) of the Elementary and Secondary Education  
11          Act of 1965 (20 U.S.C. 6312(b)(1)) is amended—

12           (1) in subparagraph (P), by striking “and”  
13           after the semicolon;

14           (2) in subparagraph (Q), by striking the period  
15           and inserting “; and”; and

16           (3) by adding at the end the following:

17           “(R) where appropriate, a description of  
18           how the local educational agency will coordinate  
19           and collaborate with the State educational  
20           agency, other public and private State agencies,  
21           and local public and private organizations and  
22           agencies (including local departments of health  
23           and human services, local housing agencies,  
24           local departments of youth services, local agen-  
25           cies administering juvenile justice programs and

1 facilities, local agencies and organizations ad-  
2 ministering national and community service and  
3 service-learning programs, local law enforce-  
4 ment agencies, local nonprofit youth develop-  
5 ment and community-based organizations, and  
6 other appropriate entities)—

7 “(i) to provide services to children and  
8 families that are integrated with services  
9 from specialized instructional support per-  
10 sonnel and local educational agency home-  
11 less liaisons designated pursuant to section  
12 722(g)(1)(J)(ii) of the McKinney-Vento  
13 Homeless Assistance Act, in order to ad-  
14 dress the academic and nonacademic fac-  
15 tors (which may include a lack of physical,  
16 dental, and mental health services, before,  
17 after, and summer school opportunities,  
18 opportunities for family engagement, child  
19 care, employment opportunities for family  
20 members, or availability of nutritious  
21 foods) that affect student achievement at  
22 the schools served by the local educational  
23 agency; and

24 “(ii) to address such factors with an  
25 emphasis on the most significant barriers

1 facing students at schools identified for  
 2 school improvement, corrective action, or  
 3 restructuring under section 1116(b).”.

4 **SEC. 4. OUTREACH AND COORDINATION.**

5 (a) IN GENERAL.—Title V of the Elementary and  
 6 Secondary Education Act of 1965 (20 U.S.C. 7201 et  
 7 seq.) is amended by adding at the end the following:

8 **“PART E—PARENT AND COMMUNITY OUTREACH**  
 9 **AND ENGAGEMENT**

10 **“SEC. 5700. GRANTS AUTHORIZED.**

11 “(a) STATE ALLOTMENTS.—

12 “(1) IN GENERAL.—From the funds appro-  
 13 priated under section 5700B for any fiscal year, the  
 14 Secretary shall allot to each State for the fiscal year  
 15 an amount that bears the same relationship to the  
 16 remainder as the amount the State received under  
 17 subpart 2 of part A of title I for the preceding fiscal  
 18 year bears to the amount all States received under  
 19 that subpart for the preceding fiscal year, subject to  
 20 paragraph (2).

21 “(2) MINIMUM.—Notwithstanding paragraph  
 22 (1), no State shall receive an allotment under this  
 23 section that is less than an amount equal to one-half  
 24 of 1 percent of the total amount made available to  
 25 all States under this section.

1           “(3) REALLOTMENT OF UNUSED FUNDS.—If a  
 2           State does not apply for an allotment under this sec-  
 3           tion for a fiscal year, the Secretary shall reallocate the  
 4           amount of the State’s allotment to the remaining  
 5           States in accordance with this section.

6           “(b) APPLICATION.—In order to receive an allotment  
 7           under this section for a fiscal year, a State shall submit  
 8           to the Secretary an application, at such time, in such man-  
 9           ner, and accompanied by such information as the Sec-  
 10          retary may require.

11          “(c) STATE USE OF FUNDS.—

12           “(1) IN GENERAL.—Each State that receives an  
 13          allotment under this part for a fiscal year shall re-  
 14          serve not less than 95 percent of the amount allotted  
 15          to such State under subsection (a) for such year for  
 16          subgrants to eligible entities under subparts 1, 2,  
 17          and 3.

18           “(2) STATE ADMINISTRATION.—A State edu-  
 19          cational agency may use a total of not more than 5  
 20          percent of the amount made available to the State  
 21          under subsection (a) for—

22                   “(A) the administrative costs of carrying  
 23                   out its responsibilities under this part;

24                   “(B) establishing and implementing a peer  
 25                   review process for subgrant applications; and



1                   “(C) supervising the awarding of funds to  
2                   eligible entities.

3           “(d) APPROVAL OF CERTAIN APPLICATIONS.—Not-  
4 withstanding any other provision of this part, a State may  
5 approve a subgrant application under this part for a pro-  
6 gram to be located in a facility other than an elementary  
7 school or secondary school only if the program will be at  
8 least as available and accessible to the students to be  
9 served as if the program were located in an elementary  
10 school or secondary school.

11           “(e) PERMISSIVE LOCAL MATCH.—

12                   “(1) IN GENERAL.—A State may require a local  
13 educational agency or eligible entity to match  
14 subgrant funds awarded under this part.

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

18                           “(A) the relative poverty of the population  
19 to be targeted by the local educational agency  
20 or eligible entity; and

21                           “(B) the ability of the local educational  
22 agency or eligible entity to obtain such match-  
23 ing funds.

24                   “(3) IN-KIND CONTRIBUTIONS.—Each State  
25 that requires a local educational agency or eligible

1 entity to match funds under this subsection shall  
2 permit the agency or entity to provide all or any por-  
3 tion of such match in the form of in-kind contribu-  
4 tions.

5 “(4) CONSIDERATION.—Notwithstanding this  
6 subsection, a State shall not consider the ability of  
7 a local educational agency or eligible entity to match  
8 funds when determining which agencies or entities  
9 will receive awards under this part.

10 “(f) PEER REVIEW.—In reviewing subgrant applica-  
11 tions under this part, a State shall use a peer review proc-  
12 ess or other method of assuring the quality of such appli-  
13 cations.

14 “(g) GEOGRAPHIC DIVERSITY.—To the extent prac-  
15 ticable, a State shall distribute funds under this part equi-  
16 tably among geographic areas within the State, including  
17 urban and rural communities.

18 “(h) DURATION OF AWARDS.—Grants under this  
19 part may be awarded for a period of not less than 3 years  
20 and not more than 5 years.

21 **“SEC. 5700A. NATIONAL ACTIVITIES.**

22 “The Secretary is authorized to enter into a contract  
23 with a nonprofit organization with a demonstrated record  
24 of effectiveness and extensive national, State, and local ex-  
25 perience in providing effective, evidence-based, integrated

1 student supports in order to ensure accountability in the  
2 execution of subparts 1, 2, and 3. Such nonprofit organi-  
3 zation shall be responsible for—

4           “(1) providing technical assistance and training  
5 to States receiving grants under this part and  
6 subgrant recipients to promote the effectiveness of  
7 the programs assisted under this part in improving  
8 the coordination, availability, delivery, and effective-  
9 ness of integrated services and comprehensive sup-  
10 ports for children and families; and

11           “(2) establishing a national clearinghouse for  
12 the collection and dissemination of information on  
13 effective parent, family, and community engagement  
14 practices and programs, which information shall be  
15 disseminated to State educational agencies and made  
16 available to local educational agencies, schools, and  
17 community-based organizations.

18 **“SEC. 5700B. AUTHORIZATION OF APPROPRIATIONS.**

19           “There are authorized to be appropriated to carry out  
20 this part such sums as may be necessary for fiscal year  
21 2016 and each of the 4 succeeding fiscal years.

1       **“Subpart 1—Parent and Community Outreach**

2                               **Coordinators**

3       **“SEC. 5701. PURPOSE.**

4               “The purpose of this subpart is to provide support,  
5 through competitive subgrants, to schools, which may  
6 work in conjunction with a community-based organization  
7 or an institution of higher education, to hire and maintain  
8 Parent and Community Outreach Coordinators to—

9               “(1) plan and work closely with each school  
10 they serve and conduct outreach to ensure that fam-  
11 ily and community members participate in the edu-  
12 cation and development of their children and become  
13 an integral part of the school climate and culture;

14               “(2) enable principals, teachers, and other in-  
15 structional support staff to complement and enrich  
16 efforts to help all children make learning gains,  
17 graduate from secondary school ready for higher  
18 education and careers, and plan for their futures  
19 through family and community engagement strate-  
20 gies; and

21               “(3) act as a liaison with other programs and  
22 coordinators from Federal, State, local, and private  
23 programs that serve the school, including community  
24 school coordinators, parental liaisons funded under  
25 part A of title I, 21st century community learning  
26 centers under part B of title IV, parent training and

1 information centers under section 671 of the Indi-  
2 viduals with Disabilities Education Act, and school  
3 health coordinators, as appropriate, to align efforts  
4 and leverage resources.

5 **“SEC. 5702. SUBGRANTS AUTHORIZED.**

6 “A State that receives a grant under section 5700  
7 shall award subgrants, on a competitive basis, to local edu-  
8 cational agencies that receive assistance under part A of  
9 title I to enable such agencies to assist public elementary  
10 schools and public secondary schools served by such agen-  
11 cies to hire and maintain Parent and Community Out-  
12 reach Coordinators.

13 **“SEC. 5703. APPLICATION.**

14 “(a) IN GENERAL.—A local educational agency that  
15 desires to receive a subgrant under this subpart shall sub-  
16 mit an application to the State at such time, in such man-  
17 ner, and accompanied by such information as the State  
18 may require.

19 “(b) CONTENTS.—An application submitted pursuant  
20 to subsection (a) shall include the following:

21 “(1) A description of the schools that are to be  
22 assisted by the local educational agency under this  
23 subpart, which schools shall be public elementary  
24 schools, public secondary schools or, if the local edu-

1 cational agency chooses, early learning programs  
2 supported by the local educational agency.

3 “(2) The particular family and community en-  
4 gagement needs in schools to be assisted under the  
5 subgrant as of the time of application, including a  
6 description of the ways in which families and com-  
7 munities are engaged during the school day, before  
8 school, and during after school and summer hours.

9 “(3) A detailed plan that outlines evidence-  
10 based strategies to address the needs identified in  
11 paragraph (2).

12 “(4) A description of the desired progress of  
13 the local educational agency related to the indicators  
14 described in section 5707(b).

15 “(5) A description of the capacity of the schools  
16 for measuring school-specific outcomes of the work  
17 provided by the Parent and Community Outreach  
18 Coordinators.

19 “(6) A description of the capacity of the schools  
20 for supporting a position of Parent and Community  
21 Outreach Coordinator by providing space and ade-  
22 quate resources, including a plan for supporting the  
23 position, and the activities facilitated by the position,  
24 if grants funds were no longer available.

1           “(7) A description of how the activities sup-  
2           ported with funds under this subpart will be coordi-  
3           nated with the programs and activities carried out  
4           by the local educational agency pursuant to section  
5           1118, including whether such activities will be sup-  
6           ported with funds provided under title I.

7   **“SEC. 5704. AWARDING OF SUBGRANTS.**

8           “(a) PRIORITY.—In awarding subgrants under this  
9           subpart, a State shall give priority to applications—

10           “(1) proposing to target high-need schools—

11                   “(A) with the highest proportions of stu-  
12                   dents from low-income families;

13                   “(B) with a large percentage of students  
14                   who fail to meet the State’s challenging student  
15                   academic achievement standards, as assessed  
16                   pursuant to section 1111(b)(3);

17                   “(C) with drop-out rates that significantly  
18                   exceed the State’s average annual dropout rate;  
19                   and

20                   “(D) with a large percentage of students  
21                   who are limited English proficient; and

22           “(2) submitted by local educational agencies de-  
23           scribing a partnership structure that delineates how  
24           the local educational agency, community-based orga-  
25           nizations, local government, institutions of higher

1 education, and other key institutions will come to-  
2 gether to support a common vision, defined results,  
3 and measures of effectiveness, with clear roles and  
4 responsibilities, and a plan for serving multiple  
5 schools.

6 “(b) DURATION OF SUBGRANT.—Each subgrant  
7 awarded under this subpart shall be for a period of not  
8 less than 3 years and not more than 5 years.

9 **“SEC. 5705. SCREENING AND EVALUATION COMMITTEE.**

10 “(a) ESTABLISHMENT.—A school receiving assist-  
11 ance under this subpart shall establish a screening and  
12 evaluation committee that shall consist of the following  
13 members:

14 “(1) The school principal or headmaster, or a  
15 designee of the principal or headmaster.

16 “(2) Not less than 2 parents of students en-  
17 rolled at the school, 1 of whom shall be a parent  
18 whose child is eligible for free or reduced price lunch  
19 under the Richard B. Russell National School Lunch  
20 Act (42 U.S.C. 1751 et seq.).

21 “(3) Not less than 1 teacher who teaches at the  
22 school.

23 “(4) Not less than 1 paraprofessional at the  
24 school.

25 “(5) Not less than 1 community partner.



1           “(6) The superintendent of the school or a des-  
2           ignee of the superintendent.

3           “(b) **OVERSIGHT AND EVALUATION.**—The screening  
4 and evaluation committee shall prepare and submit an  
5 evaluation to the local educational agency on an annual  
6 basis regarding the performance of the Parent and Com-  
7 munity Outreach Coordinator based on the indicators of  
8 effectiveness described in section 5707(b). The local edu-  
9 cational agency may use the evaluation for the purposes  
10 of promotion or termination of the individual occupying  
11 the position of Parent and Community Outreach Coordi-  
12 nator.

13 **“SEC. 5706. PARENT AND COMMUNITY OUTREACH COORDI-**  
14 **NATOR.**

15           “(a) **IN GENERAL.**—A Parent and Community Out-  
16 reach Coordinator shall—

17                   “(1) provide leadership in, and facilitate, the  
18 building of relationships, bridging of gaps, and cre-  
19 ation of partnerships among school staff, families,  
20 and community members; and

21                   “(2) provide support and resources—

22                           “(A) to increase participation and engage-  
23 ment of family and community members in the  
24 school; and

1           “(B) in support of all children’s learning,  
2           including those children meeting or exceeding  
3           academic achievement standards (as assessed  
4           pursuant to section 1111(b)(3)).

5           “(b) RESPONSIBILITIES.—Each Parent and Commu-  
6           nity Outreach Coordinator shall—

7           “(1) implement a family needs and engagement  
8           assessment at the school that includes goals and  
9           suggestions on how to improve family engagement in  
10          the school, with particular attention to the needs of  
11          low-income families, limited English proficient fami-  
12          lies, families living in rural areas, children in either  
13          the child welfare system or juvenile justice system,  
14          families experiencing homelessness, and families of  
15          children with disabilities or developmental delay;

16          “(2) develop an individual plan that includes an  
17          overall family engagement plan for the school, which  
18          shall include a description of the community re-  
19          sources that will be leveraged to connect students  
20          and families with available resources;

21          “(3) establish and maintain consistent, effec-  
22          tive, and timely communication with families, espe-  
23          cially low-income families, limited English proficient  
24          families, families of children with disabilities, and  
25          minority families in a variety of ways that account

1 for the language and cultural needs of these individ-  
2 uals;

3 “(4) work with the principal of the school and  
4 school staff to establish an environment in which  
5 families feel safe and welcome;

6 “(5) act as an advocate and liaison to assist  
7 family members and school staff to resolve issues at  
8 the school and district levels;

9 “(6) work with other Federal, State, local, and  
10 private partners to develop and implement activities,  
11 programs, and training aimed at assisting families  
12 to support student learning needs and postsecondary  
13 education planning;

14 “(7) create, organize, strengthen, and support a  
15 school parent council (which may include a school  
16 parent teacher association) that is representative of  
17 the school community;

18 “(8) as appropriate, participate in the school’s  
19 school improvement process and development of  
20 school improvement plans;

21 “(9) take part in regular training and profes-  
22 sional development which may be provided by a com-  
23 munity-based organization, an institution of higher  
24 education, or other staff serving at the local edu-  
25 cational agency that serves the school;

1           “(10) have the ability to relate to students as  
2           a caring adult; and

3           “(11) carry out other duties specifically related  
4           to the effective engagement of family and community  
5           members.

6   **“SEC. 5707. EVALUATIONS.**

7           “(a) IN GENERAL.—Each Parent and Community  
8    Outreach Coordinator shall—

9           “(1) be directly supervised and evaluated by the  
10          principal or headmaster of the school on a regular  
11          basis; and

12          “(2) be evaluated on an annual basis by the  
13          school’s screening and evaluation committee estab-  
14          lished under section 5705 and the school parent  
15          council established under section 5706(b)(7) in order  
16          to determine the effectiveness of the Coordinator.

17          “(b) EFFECTIVENESS.—Each screening and evalua-  
18          tion committee shall work with the local educational agen-  
19          cy and the Parent and Community Outreach Coordinator  
20          to identify indicators of success related to the activities  
21          supported under this subpart, and to develop baseline data  
22          and evaluate progress on such indicators, which may in-  
23          clude—

24                  “(1) student achievement as measured by as-  
25                  sessment data, school readiness, classroom grades,

1 and participation in programs and services for gifted  
2 and talented students;

3 “(2) student attendance rates;

4 “(3) persistence rates of students from grade to  
5 grade;

6 “(4) graduation rates;

7 “(5) student mobility rates;

8 “(6) dropout rates;

9 “(7) detentions, suspensions, and expulsions;

10 “(8) postsecondary education attendance, per-  
11 sistence, and completion;

12 “(9) the quality and frequency of communica-  
13 tion between schools and families, including personal  
14 interaction, school visits, home visits, telephone calls,  
15 and publications;

16 “(10) the participation of family members in  
17 parent-teacher conferences, open houses, family  
18 nights, and other school-based activities;

19 “(11) the quality and frequency of regular  
20 workshops, and other opportunities that provide  
21 family members with the knowledge and skills need-  
22 ed to support their child’s learning out of school and  
23 to support college and career readiness; and

24 “(12) the number and percentage of families  
25 with a child with a disability who report that schools

1 facilitated family engagement as a means of improv-  
 2 ing services and academic achievement for their chil-  
 3 dren (which information may be derived from data  
 4 collected by parent training and information centers  
 5 under section 671 of the Individuals with Disabilities  
 6 Education Act, if applicable).

7 “(c) BASIS FOR EVALUATIONS.—In evaluating a Par-  
 8 ent and Community Outreach Coordinator under this sec-  
 9 tion, the screening and evaluation committee shall base  
 10 such evaluation on case studies, interviews, and outcomes  
 11 based on the indicators described in subsection (b).

12 **“SEC. 5708. REPORT.**

13 “A local educational agency that receives a subgrant  
 14 under this subpart shall submit a biennial report to the  
 15 Secretary regarding activities conducted by such local edu-  
 16 cational agency with subgrant funds received under this  
 17 subpart.

18 **“Subpart 2—Connecting Students to Community**  
 19 **Resources and Comprehensive Supports**

20 **“SEC. 5721. PURPOSE.**

21 “The purpose of this subpart is to provide support,  
 22 through competitive subgrants, to eligible entities to—

23 “(1) improve the coordination, availability, de-  
 24 livery, and effectiveness of integrated services and

1 comprehensive supports for children and families;  
2 and

3 “(2) act as a liaison with other organizations in  
4 order to assist public schools in providing children  
5 and families with—

6 “(A) the integrated services and com-  
7 prehensive supports needed to improve the  
8 learning of children and their ability to plan for  
9 postsecondary educational opportunities, such  
10 as—

11 “(i) health, employment, mentor or  
12 tutor, and human services;

13 “(ii) vocational rehabilitation;

14 “(iii) enrichment and accelerated  
15 learning opportunities;

16 “(iv) before school, after school, and  
17 summer programs; and

18 “(v) recreation; and

19 “(B) related assistance.

20 **“SEC. 5722. ELIGIBLE ENTITY.**

21 “In this subpart, the term ‘eligible entity’ means 1  
22 or more community-based organizations, or institutions of  
23 higher education, in partnership with public schools.

1 **“SEC. 5723. SUBGRANTS AUTHORIZED.**

2 “A State that receives a grant under section 5700  
3 shall award subgrants, on a competitive basis, to eligible  
4 entities to connect integrated services and comprehensive  
5 supports to students and families in order to enhance stu-  
6 dent learning and outcomes, by—

7 “(1) conducting an assessment of student and  
8 family needs in public elementary schools and sec-  
9 ondary schools;

10 “(2) assessing the availability and quality of  
11 learning opportunities beyond the classroom, includ-  
12 ing service-learning opportunities;

13 “(3) linking needed integrated services and  
14 comprehensive supports to children, their families,  
15 and their public schools, and evaluating the impact  
16 of such services and supports once the services and  
17 supports are provided;

18 “(4) enhancing the social, emotional, intellec-  
19 tual, and physical development of students; and

20 “(5) providing professional development related  
21 to integrated services and comprehensive supports  
22 for staff, teachers, and, as appropriate, Parent and  
23 Community Outreach Coordinators in such public  
24 schools.



1 **“SEC. 5724. APPLICATION.**

2       “(a) IN GENERAL.—An eligible entity that desires to  
3 receive a subgrant under this subpart shall submit an ap-  
4 plication to the State at such time, in such manner, and  
5 accompanied by such information as the State may re-  
6 quire.

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

9           “(1) A description of the public schools to be  
10 assisted by the eligible entity and their performance  
11 with respect to other State performance criteria re-  
12 lated to student academic achievement, and a de-  
13 scription of the schools’ student populations (includ-  
14 ing demographics).

15           “(2) A memorandum of understanding, between  
16 the public school and the eligible entity, that ex-  
17 plains how they will work to effectively coordinate  
18 the provision of integrated services and comprehen-  
19 sive supports to students within the public school  
20 (and with after-school and extended day programs  
21 and services, if applicable), the objectives that they  
22 expect to achieve, the educational research bases  
23 that will guide the provision of student integrated  
24 services and comprehensive supports in meeting  
25 their objectives, and the capacity of the community  
26 partner to meet their objectives.

1           “(3) A description of how the eligible entity  
2 plans to build and improve on the current state of  
3 community involvement to increase support and  
4 ownership of the integrated services and comprehen-  
5 sive supports designed to enhance student learning  
6 outcomes, including the measures of progress and  
7 desired results related to students and families.

8           “(4) The particular student needs to be ad-  
9 dressed through integrated services and comprehen-  
10 sive supports and the organizations able to provide  
11 integrated services and comprehensive supports to  
12 meet those needs, including intellectual, social, emo-  
13 tional, and physical well-being, and other academic  
14 and non-academic needs related to student learning,  
15 including planning for attending an institution of  
16 higher education.

17           “(5) A plan regarding the provision of inte-  
18 grated services and comprehensive supports, includ-  
19 ing a description of—

20                   “(A) the role of the public school principal  
21 and staff, including the Parent and Community  
22 Outreach Coordinator, if applicable, in the man-  
23 agement of the provision of integrated services  
24 and comprehensive supports;

1           “(B) how the eligible entity will efficiently  
2 manage and leverage non-Federal resources  
3 (which may include in-kind resources) to meet  
4 identified student needs;

5           “(C) plans to monitor student performance  
6 along with integrated services and comprehen-  
7 sive supports provided to students over time, in-  
8 cluding plans to integrate the eligible entity’s  
9 data reporting with the public school’s data sys-  
10 tems;

11           “(D) criteria by which the eligible entity  
12 will evaluate the effectiveness of services and  
13 comprehensive supports provided to students,  
14 including a description of the proposed meas-  
15 urements used to evaluate the impact of such  
16 services and supports on the academic achieve-  
17 ment of students; and

18           “(E) plans to leverage other non-Federal  
19 resources (which may include in-kind resources)  
20 to support integrated services and comprehen-  
21 sive supports.

22           “(6) An assurance that activities supported  
23 with funds under this subpart will be coordinated  
24 with the programs and activities carried out by the  
25 public school pursuant to section 1118.

1           “(7) Arrangements to protect student privacy,  
 2           consistent with applicable data privacy laws and reg-  
 3           ulations, including section 444 of the General Edu-  
 4           cation Provisions Act (20 U.S.C. 1232g, commonly  
 5           known as the ‘Family Educational Rights and Pri-  
 6           vacy Act of 1974’).

7   **“SEC. 5725. AWARDING OF SUBGRANTS.**

8           “(a) PRIORITY.—In awarding subgrants under this  
 9           subpart, a State shall give priority to applications—

10           “(1) proposing integrated services and com-  
 11           prehensive supports to high-need public schools—

12           “(A) with the highest proportions of stu-  
 13           dents from low-income families;

14           “(B) with a large percentage of students  
 15           who fail to meet the State’s challenging student  
 16           academic achievement standards, as assessed  
 17           pursuant to section 1111(b)(3);

18           “(C) with drop-out rates that significantly  
 19           exceed the State average annual dropout rate;  
 20           and

21           “(D) with a large percentage of students  
 22           who are limited English proficient; and

23           “(2) that include—

24           “(A) a partnership structure that delin-  
 25           eates how such eligible entity will work with

1 other organizations, including local government,  
 2 nonprofit organizations, institutions of higher  
 3 education, and other key institutions that will  
 4 come together to support a common vision, de-  
 5 fined results, and measures of effectiveness, and  
 6 clear roles and responsibilities; and

7 “(B) a plan for serving multiple schools.

8 “(b) DURATION OF SUBGRANT.—Each subgrant  
 9 awarded under this subpart shall be for a period of not  
 10 less than 3 years and not more than 5 years.

11 **“SEC. 5726. REPORT.**

12 “An eligible entity that receives a subgrant under this  
 13 subpart shall submit a biennial report to the Secretary re-  
 14 garding activities conducted by such entity with subgrant  
 15 funds received under this subpart.”.

16 (b) TABLE OF CONTENTS.—The table of contents in  
 17 section 2 of the Elementary and Secondary Education Act  
 18 of 1965 is amended by inserting after the item relating  
 19 to section 5618 the following:

“PART E—PARENT AND COMMUNITY OUTREACH AND ENGAGEMENT

“Sec. 5700. Grants authorized.

“Sec. 5700A. National activities.

“Sec. 5700B. Authorization of appropriations.

“SUBPART 1—PARENT AND COMMUNITY OUTREACH COORDINATORS

“Sec. 5701. Purpose.

“Sec. 5702. Subgrants authorized.

“Sec. 5703. Application.

“Sec. 5704. Awarding of subgrants.

“Sec. 5705. Screening and evaluation committee.

“Sec. 5706. Parent and Community Outreach Coordinator.

“Sec. 5707. Evaluations.

“Sec. 5708. Report.

“SUBPART 2—CONNECTING STUDENTS TO COMMUNITY RESOURCES AND  
COMPREHENSIVE SUPPORTS

“Sec. 5721. Purpose.

“Sec. 5722. Eligible entity.

“Sec. 5723. Subgrants authorized.

“Sec. 5724. Application.

“Sec. 5725. Awarding of subgrants.

“Sec. 5726. Report.”.

