

**Domestic Relations Subcommittee Amendment No. 1**

**AMENDMENT NO.** \_\_\_\_\_

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**Signature of Sponsor**

<b>FILED</b>
Date _____
Time _____
Clerk _____
Comm. Amdt. _____
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**AMEND Senate Bill No. 336\***

**House Bill No. 453**

by deleting all language following the enacting clause and by substituting instead the following:

SECTION 1. Tennessee Code Annotated, Title 49, Chapter 1, Part 2, is amended by adding the following language as a new, appropriately designated section:

(a) In order to encourage and support locally-based, interdisciplinary initiatives to combat the many complex, societal problems which confront Tennessee children and youth, there is hereby created the support our students (s.o.s.) program. The commissioner of education shall appoint a state task force to assist the commissioner in reviewing s.o.s. grant applications. The task force shall include representatives of the department of human services, the department of education, the department of health, the department of children's services, the commission on children and youth, the council of juvenile and family court judges, parents, the department of labor and other members the commissioner considers appropriate. In reviewing grant applications, the commissioner and the task force may consider the following: the severity of the local problems as determined by the needs assessment data; the likelihood that the locally designed plan will result in high quality after-school services for school-aged children; evidence of local collaboration and coordination of services; any innovative or experimental aspects of the plan that will make it a useful model for replication in other neighborhoods and communities; and any other factors which affect the well-being of school-aged children. In determining the amount of funds an applicant receives, the commissioner and the task force

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may consider the following: the number of children to be served; the number and percentage of children to be served who participate in the subsidized lunch program; the number and percentage of school-aged children with two working parents or one single parent to be served; the availability of other resources or funds; and the amount needed to implement the proposal. To the extent that funding is specifically allocated for such purpose within the state's general appropriations act for the current fiscal year, the commissioner of education shall, on or before November 15 each year, designate up to ten (10) initiatives within the state as model s.o.s. programs. Any initiative so designated as a model s.o.s. program shall be worthy and capable of emulation with respect to one or more activities designed to:

(1) Reduce juvenile crime in local communities served by the program;

(2) Recruit community volunteers to provide positive adult role models for school-aged children and to help supervise after-school activities;

(3) Reduce the number of students who are unsupervised after school, otherwise known as "latchkey" children;

(4) Improve academic performance of students participating in the program;

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(5) Meet the physical, intellectual, emotional and social needs of students participating in the program and improve their attitudes and behavior; and

(6) Improve coordination of existing resources and enhance collaboration so as to provide services to school-aged children effectively and efficiently.

As used in this act, "school-aged children" means children enrolled in kindergarten through the ninth grade. The department of education shall develop and implement the support our students (s.o.s.) program. The department shall:

(A) Provide initial technical assistance to grant applicants and ongoing technical assistance as grants are implemented;

(B) Administer funds appropriated by the general assembly;

(C) Monitor the grants funded;

(D) Revoke a grant if necessary or appropriate;

(E) Develop and implement a performance-based evaluation system to evaluate the program;

(F) Report on the program implementation to the governor and to appropriate committees of the general assembly; and

(G) Promulgate any rules necessary to implement this act.

(b) Prior to designating model s.o.s. programs each year, nominations shall be actively solicited from across the state. In selecting model s.o.s.

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programs, due consideration shall be given to the level of acceptance and support for such programs within the school system or systems and within the community-at-large and also to the techniques by which such acceptance and support have been achieved.

(1) Identification of one (1) or more neighborhoods to be served by the local s.o.s. program, based on a needs assessment of existing conditions for school-aged children to be served. Data used in the needs assessment may include for each neighborhood to be served by a local program:

- (A) dropout statistics,
- (B) the number and percentage of school-aged children who participate in the federal subsidized lunch program,
- (C) the number of suspensions and expulsions involving school-aged children,
- (D) the number of children to be served,
- (E) the number and percentage of students with two working parents or one single parent to be served at a site,
- (F) the incidents of juvenile crime in the neighborhood, and
- (G) any other relevant or unique local demographic data.

(2) A three-year plan that addresses data used in the needs assessment and that includes proposed goals and anticipated outcomes

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of the local s.o.s. program. The plan shall be prepared after consultation with local after-school programs, schools, community organizations or groups which have as their purpose assisting or helping school-aged children who are at risk of failing in school or entering the juvenile justice system, or other appropriate groups. In addition, the three-year plan shall provide for regular collaborative efforts to seek input and advice from parents of the students being served and from other citizens who reflect the demographic conditions of the students being served;

(3) A statement of how grant funds would be used to address local problems and what other resources would be used to address the problems. This statement should include a list of services to be offered that are related to the goals and outcomes and should include plans for recruiting volunteers to assist in the program’s activities; and

(4) A process for assessing on an annual basis the success of the local plan for addressing the goals of the local s.o.s. program.

(c) To the extent that funding is specifically allocated for such purpose within the state’s annual appropriations act, on each occasion that an initiative is selected as a model s.o.s. program, it shall receive from the department of education a state s.o.s. grant. Such grant shall be paid in addition to all other funds which the program may otherwise receive from or through state government and shall be used exclusively for improvement services, outreach,

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program evaluation, and/or payment of expenses incurred in assisting others to replicate one or more components of the s.o.s. program. Payment of each such state grant shall be conditional upon the s.o.s. program's agreement to provide, upon request, technical assistance to others who are interested in replicating one or more components of the s.o.s. program. In any case in which a state grant is awarded to a local education agency or other agency of local government, payment of the grant shall also be conditional upon the agency's written agreement that the state grant will not be used to supplant locally provided funding and resources. Nothing contained within the provisions of this act shall be construed to prohibit the commissioner from designating more than one model s.o.s. program within a county, municipality, or local education agency.

(d) (1) Each year, the commissioner shall undertake appropriate actions to publicize, statewide, all activities to implement the provisions of this act as well as the activities and achievements of the model s.o.s. programs. The commissioner may undertake such other appropriate actions as may be necessary to encourage and support locally-based, interdisciplinary initiatives to combat the many complex, societal problems which confront Tennessee children and youth.

(2) The commissioner shall annually conduct regional conferences or workshops across the state to improve public awareness of the individual and societal consequences of these problems and to showcase

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the activities and achievements of the model s.o.s. programs, to provide encouragement and support for replication of such programs, and to improve public awareness of the system of competitive grants provided under the authority of subsection (e) of this act. Children, youth, parents, educators, school administrators, taxpayers, business organizations, civic groups, community organizations, religious institutions, officials of local government, and other concerned persons shall be invited to attend the conferences or workshops.

(e) (1) Beginning in 1997, acting in consultation with each of the state officials listed in subsection (a) of this act, the commissioner of education shall develop and implement each year on or before November 15, to the extent that funding is specifically allocated for such purpose within the state's annual appropriations act, a system of competitive state grants to financially encourage and support creation or expansion of locally-based programs or projects which seek to replicate components of those initiatives designated as model s.o.s. programs pursuant to the provisions of subsection (a).

(2) Prior to receiving a s.o.s. replication grant, each program or project shall:

(A) demonstrate a broad base of support within the community-at-large and within the local school system;

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(B) propose a funding plan whereby continuation of the program or project, beyond the period of the grant, is probable;

(C) submit a written agreement to the effect that, if the program or project will be administered by a local education agency or other agency of local government, the state grant will not be used to supplant locally provided funding and resources; and

(D) agree to accept such grant subject to such reasonable and appropriate conditions and restrictions as may be established by the commissioner.

(3) In awarding such s.o.s. replication grants, the commissioner shall exercise due care to discourage long-term dependence upon such grant system as a source of recurring financial support for the program or project.

(f) The department of education shall develop and implement an evaluation system that will assess the efficiency and effectiveness of the s.o.s. program. The department shall design this system to:

(1) Provide information to the department and to the general assembly on how to improve and refine the programs;

(2) Enable the department and the general assembly to assess the overall quality, efficiency, and impact of the existing programs;

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(3) Enable the department and the general assembly to determine whether to modify the s.o.s. program; and

(4) Provide a detailed fiscal analysis of how state funds for these programs were used.

(g) The department shall present an annual report no later than January 15, 1998, and annually thereafter, to the governor and to the appropriate committees of the general assembly concerning implementation of this act.

SECTION 2. This act shall take effect July 1, 1997, the public welfare requiring it.

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