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(Original Signature of Member)

114TH CONGRESS  
1ST SESSION

# H. R.

To strengthen student achievement and graduation rates and prepare young people for college, careers, and citizenship through innovative partnerships that meet the comprehensive needs of children and youth.

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## IN THE HOUSE OF REPRESENTATIVES

Ms. CHU of California introduced the following bill; which was referred to the Committee on \_\_\_\_\_

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# A BILL

To strengthen student achievement and graduation rates and prepare young people for college, careers, and citizenship through innovative partnerships that meet the comprehensive needs of children and youth.

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

3 **SECTION 1. SHORT TITLE; TABLE OF CONTENTS.**

4 (a) SHORT TITLE.—This Act may be cited as the  
5 “Developing Innovative Partnerships and Learning Op-  
6 portunities that Motivate Achievement Act” or the “DI-  
7 PLOMA Act”.

1 (b) TABLE OF CONTENTS.—The table of contents for  
2 this Act is as follows:

- Sec. 1. Short title; table of contents.
- Sec. 2. Findings.
- Sec. 3. Purposes.
- Sec. 4. Definitions.
- Sec. 5. Demonstration program authorized; allotment to States.
- Sec. 6. State child and youth strategy.
- Sec. 7. Coordinating body; State applications.
- Sec. 8. State use of funds.
- Sec. 9. Local consortium application; local child and youth strategy.
- Sec. 10. Local use of funds.
- Sec. 11. Construction.
- Sec. 12. Accountability and transparency.
- Sec. 13. Authorization of appropriations.

3 **SEC. 2. FINDINGS.**

4 Congress finds the following:

5 (1) The future strength of the Nation’s democ-  
6 racy, as well as the Nation’s economy, is dependent  
7 upon the investments made in children and youth  
8 today.

9 (2) Evidence demonstrates that effective part-  
10 nerships among schools and communities increase  
11 student achievement by addressing the academic  
12 needs of students as well as the challenges the stu-  
13 dents face outside the classroom. For example:

14 (A) Chicago Public Schools leads the Na-  
15 tion’s largest community school initiative and  
16 found that nearly half of the students in com-  
17 munity schools had increased math and reading  
18 grades, and that between 2001 and 2006, com-

1 community schools had greater gains in math and  
2 reading than regular Chicago public schools.

3 (B) In a massive study of Chicago public  
4 schools, sociologist Anthony Bryk demonstrates  
5 that in schools where grassroots organizations  
6 forge strong connections with their schools,  
7 trust levels are greater, the school environment  
8 is civil, and parent involvement is greater.

9 (C) Cincinnati Community Learning Cen-  
10 ters, an initiative started in 2001, brings a  
11 number of organizations (such as the YMCA,  
12 the United Way, and the University of Cin-  
13 cinnati) to schools, where a School Based Re-  
14 source Coordinator develops and facilitates com-  
15 munity-based partnerships and resources that  
16 are responsive to the needs of the school and  
17 community. In Cincinnati, graduation rates in-  
18 creased from 51 percent in 2000 to 83 percent  
19 in 2009, the achievement gap between African-  
20 American students and White students de-  
21 creased from 14.5 percent in 2003 to 4.3 per-  
22 cent in 2009, and Cincinnati is the first urban  
23 district in Ohio to receive an “effective” rating.

24 (D) In Wisconsin, where partnerships are  
25 required for grant programs, non-traditional

1 partners have proven to be instrumental for  
2 smaller communities to enrich after school pro-  
3 grams. Those might include local trucking com-  
4 panies, the Grange, Farm Bureau, small retail-  
5 ers, and retirees.

6 (E) Union City (New Jersey) school dis-  
7 trict proves that by breaking down institutional  
8 “silos” and creating deep partnerships, collabo-  
9 ration and municipal involvement, schools can  
10 be vibrant places of hope despite poverty, unem-  
11 ployment, and lack of affordable housing.

12 (F) Molly Stark Elementary School in  
13 Bennington, Vermont, is a full-service commu-  
14 nity school of about 400 students from kinder-  
15 garten through 5th grade that exemplifies the  
16 spirit of community involvement. People of all  
17 ages, backgrounds and experiences learn and  
18 work together as neighbors to improve student  
19 learning. In addition to a rigorous curriculum,  
20 the school offers on-site pediatric, psychological,  
21 dental, pre-school, outreach, nutrition, coun-  
22 seling, after school and summer school pro-  
23 grams that level the playing field for all stu-  
24 dents, particularly the roughly 60 percent of  
25 students eligible for free or reduced-price lunch.

1           (G) Harmon Johnson Elementary School  
2           in Sacramento, California, has a student popu-  
3           lation with 97 percent of students eligible for  
4           free or reduced-price lunch and 69 percent as  
5           English Language Learners. This community  
6           school encourages 21st century learning, and  
7           saw an API increase by 45 points in the last  
8           year. The school offers many resources to ad-  
9           dress students' social, emotional, and physical  
10          needs, including a health and wellness center,  
11          access to 9 mental health therapists and a  
12          state-of-the-art dental program that were all de-  
13          veloped with strong parent collaboration.

14          (H) By meeting the comprehensive needs  
15          of students, Communities In Schools, a national  
16          dropout prevention organization, demonstrates  
17          that 78 percent of participating students im-  
18          proved their attendance, 89 percent had fewer  
19          behavior incidents, 80 percent improved their  
20          academic performance, and 78 percent of eligi-  
21          ble seniors graduated from high school.

22          (3) According to a 2013 report by the National  
23          Equity and Excellence Commission, "to ensure that  
24          every child receives what he or she needs to succeed  
25          in school, we require a systemic means of cutting

1 through the red tape that ties up funding streams  
2 and personnel. Governance reforms must ensure co-  
3 ordination and cooperation across federal, state and  
4 local agencies. Communities, tribes, states and the  
5 federal government must work together.”.

6 (4) Approximately only 75 percent of 9th grad-  
7 ers graduate from high school 4 years later. Of stu-  
8 dents who graduate from high school, 2 out of 3 (67  
9 percent) enroll in a 2- or 4-year college in the fall  
10 after completing high school. Only about half (58  
11 percent) of first-time, full-time college freshmen  
12 seeking a 4-year degree receive a bachelor’s degree  
13 within 6 years or less.

14 (5) Over the past 4 decades, the United States  
15 has slipped from being first in the world in high  
16 school and college graduation rates to 21st and  
17 14th, respectively, putting the Nation at a growing  
18 competitive disadvantage with other countries.

19 (6) Research shows that the holistic needs of  
20 students must be met in order to strengthen student  
21 achievement. One analysis of 16 factors influencing  
22 student achievement found that over half of the fac-  
23 tors identified were present in the lives of students  
24 outside of the classroom.

1           (7) Research from the Government Account-  
2           ability Office found that students who change  
3           schools less frequently are more likely to perform at  
4           grade level and less likely to repeat a grade than  
5           their less stable peers.

6           (8) In research by Teachers College, Columbia  
7           University, studies in psychology, health, and edu-  
8           cation feature school “connectedness” as important  
9           to student learning, achievement, and well-being.  
10          When students feel a sense of connection with the  
11          larger world and community institutions, they are  
12          more engaged in instructional activities and express  
13          greater commitment to school (Furrer & Skinner,  
14          2003; Roeser, Midgley, & Urdan, 1996; Wentzel,  
15          1997).

16          (9) We know from successful experiences that  
17          hundreds of thousands of arts, cultural, service,  
18          sports, colleges and other youth organizations, as  
19          well as civic and faith-based groups want to partner  
20          with schools and educators to reinforce learning, but  
21          far too often, neither the school nor the community  
22          know how to effectively connect with each other.

23          (10) In order for the United States to compete  
24          in a global economy, the copartnering efforts of gov-  
25          ernment, social services, business, arts, home, com-

1 community-based organizations, and philanthropy need  
2 to concentrate their efforts where they are most  
3 needed: in our schools.

4 (11) Research from Johns Hopkins University  
5 shows that access to summer learning opportunities  
6 leads to significant student learning gains not expe-  
7 rienced by students who cannot access summer  
8 learning opportunities.

9 (12) A study of summer learning programs in  
10 California found that students experienced improved  
11 academic skills, school attendance, relationships with  
12 peers and adults, and positive work habits after at-  
13 tending summer learning programs.

14 **SEC. 3. PURPOSES.**

15 The purposes of this Act are—

16 (1) to create engaging learning experiences  
17 that—

18 (A) strengthen academic achievement,  
19 build civic capacity, and provide a continuum of  
20 supports and opportunities for children, youth,  
21 and their families; and

22 (B) prepare young people for college, ca-  
23 reers, and citizenship through results-focused  
24 partnerships at all levels that mobilize and co-  
25 ordinate school and community resources;

1           (2) to ensure the academic, physical, social,  
2           emotional, health, mental health, and civic develop-  
3           ment of disadvantaged youth and thereby strengthen  
4           their families and communities;

5           (3) to engage and support parents, care givers,  
6           and families in their role as first educators of their  
7           children;

8           (4) to promote community and family engage-  
9           ment in the academic and developmental needs of  
10          children and youth;

11          (5) to leverage and integrate the human and fi-  
12          nancial assets of local communities, schools, State  
13          governments, the Federal Government, and the nat-  
14          ural assets of communities—

15                (A) toward better results for children,  
16                youth, and families; and

17                (B) for sustained civic capacity; and

18          (6) to develop school improvement strategies  
19          that incorporate approaches that meet the com-  
20          prehensive needs of children and youth, such as full  
21          service community schools, community-based, inte-  
22          grated student services, and related approaches.

23 **SEC. 4. DEFINITIONS.**

24          In this Act:

1           (1) COMMUNITY-BASED, INTEGRATED STUDENT  
2 SERVICES.—The term “community-based, integrated  
3 student services” means interventions, coordinated  
4 through a single point of contact, that improve stu-  
5 dent achievement by connecting community re-  
6 sources with the academic and social service needs  
7 of students.

8           (2) COMMUNITY ENGAGEMENT IN EDU-  
9 CATION.—

10           (A) IN GENERAL.—The term “community  
11 engagement in education” means systematic ef-  
12 forts to involve, engage, and collaborate with  
13 parents, community residents, members of  
14 school communities, community partners, and  
15 other stakeholders in exploring the needs of  
16 their students and schools, developing plans to  
17 address those needs, and working together to  
18 address those needs.

19           (B) INCLUSIONS.—The term includes ef-  
20 fective community engagement in an ongoing  
21 process to develop a welcoming school and  
22 school system, mobilize the community’s assets  
23 to support student achievement and growth, en-  
24 gage those individuals and stakeholders who  
25 traditionally have not participated, improve

1 working relationships, and deepen the commit-  
2 ment to student success.

3 (3) FAMILY ENGAGEMENT IN EDUCATION.—

4 The term “family engagement in education” means  
5 a shared responsibility of families and schools for  
6 student success, in which schools and community-  
7 based organizations are committed to reaching out  
8 to engage families in meaningful ways that encour-  
9 age the families to actively support their children’s  
10 learning and development, as well as the learning  
11 and development of other children. The shared re-  
12 sponsibility is continuous from birth through young  
13 adulthood and reinforces learning that takes place in  
14 the home, school, and community.

15 (4) FULL SERVICE COMMUNITY SCHOOL.—The  
16 term “full service community school” means a public  
17 elementary school or secondary school that—

18 (A) participates in a community-based ef-  
19 fort to coordinate educational, developmental,  
20 family, health, and other comprehensive services  
21 through community-based organizations, spe-  
22 cialized instructional support personnel em-  
23 ployed by the school or the local educational  
24 agency, and public and private partnerships;  
25 and

1 (B) provides access to such services to stu-  
2 dents, families, and the community, such as ac-  
3 cess during the school year (including before-  
4 and after-school hours), and during the sum-  
5 mer.

6 (5) LOCAL CONSORTIUM.—The term “local con-  
7 sortium” means a consortium consisting of commu-  
8 nity representatives that—

9 (A) shall include—

- 10 (i) a local educational agency; and  
11 (ii) not less than one other community  
12 partner that is independent of the local  
13 educational agency; and

14 (B) may include a broad array of commu-  
15 nity partners, including—

- 16 (i) a community-based organization;  
17 (ii) a child and youth serving organi-  
18 zation or agency;  
19 (iii) an institution of higher education;  
20 (iv) a foundation;  
21 (v) a business;  
22 (vi) a teacher organization;  
23 (vii) an organization representing edu-  
24 cation professionals;

1 (viii) a local government, including a  
2 government agency serving children and  
3 youth, such as a child welfare and juvenile  
4 justice agency;

5 (ix) an organization representing stu-  
6 dents; and

7 (x) an organization representing par-  
8 ents; and

9 (C) may include representatives from mul-  
10 tiple jurisdictions.

11 (6) LOCAL EDUCATIONAL AGENCY.—The term  
12 “local educational agency” has the meaning given  
13 the term in section 9101 of the Elementary and Sec-  
14 ondary Education Act of 1965 (20 U.S.C. 7801).

15 (7) OUTLYING AREA.—The term “outlying  
16 area” has the meaning given the term in section  
17 9101 of the Elementary and Secondary Education  
18 Act of 1965 (20 U.S.C. 7801).

19 (8) PERSISTENTLY LOWEST-ACHIEVING  
20 SCHOOL.—The term “persistently lowest-achieving  
21 school” has the meaning given the term in the final  
22 requirements for school improvement grants pub-  
23 lished by the Department of Education in the Fed-  
24 eral Register on October 28, 2010 (75 Fed. Reg.  
25 66367 et seq.).

1           (9) SECRETARY.—The term “Secretary” means  
2           the Secretary of Education.

3           (10) SPECIALIZED INSTRUCTIONAL SUPPORT  
4           PERSONNEL.—The term “specialized instructional  
5           support personnel” means school counselors, school  
6           social workers, school psychologists, and other quali-  
7           fied professional personnel involved in providing as-  
8           sessment, diagnosis, counseling, educational, thera-  
9           peutic, and other necessary corrective or supportive  
10          services (including related services as that term is  
11          defined in section 602 of the Individuals with Dis-  
12          abilities Education Act (20 U.S.C. 1401)) as part of  
13          a comprehensive program to meet student needs.

14          (11) SPECIALIZED INSTRUCTIONAL SUPPORT  
15          SERVICES.—The term “specialized instructional sup-  
16          port services” means the services provided by spe-  
17          cialized instructional support personnel, and includes  
18          any other corrective or supportive services to meet  
19          student needs.

20          (12) STATE.—The term “State” means each of  
21          the several States of the United States, the District  
22          of Columbia, and the Commonwealth of Puerto Rico.

23          (13) CHRONICALLY ABSENT.—The term  
24          “chronically absent”, when used with respect to a

1 student, means a student who misses 10 percent or  
2 20 days or more of school days in an academic year.

3 (14) **DIGITAL LEARNING.**—The term “digital  
4 learning” means instructional practices that effec-  
5 tively use technology to strengthen the student  
6 learning experience and may include online and  
7 formative assessments, instructional resources, on-  
8 line content and courses, applications of technology  
9 in the classroom and school building, adaptive soft-  
10 ware for students with special needs, learning plat-  
11 forms, and online professional communities of prac-  
12 tice.

13 **SEC. 5. DEMONSTRATION PROGRAM AUTHORIZED; ALLOT-**  
14 **MENT TO STATES.**

15 (a) **FORMULA GRANTS AUTHORIZED.**—

16 (1) **IN GENERAL.**—From the amounts appro-  
17 priated under section 13, the Secretary is authorized  
18 to award grants, under subsection (c) or (d), to  
19 States having applications approved under section  
20 7(b) to enable the States to award subgrants to local  
21 consortia to leverage and integrate human and fi-  
22 nancial assets at all levels in order to—

23 (A) ensure the academic, physical, social,  
24 emotional, and civic development of disadvan-  
25 taged youth; and

1 (B) strengthen the families and commu-  
2 nities of the disadvantaged youth and achieve  
3 the results developed pursuant to section  
4 6(e)(1).

5 (2) DURATION.—The Secretary shall award a  
6 grant under this subsection for a period of 5 years.

7 (3) RENEWAL.—The Secretary may renew a  
8 grant under this subsection for a period of 5 years.

9 (b) RESERVATION.—From the funds appropriated  
10 under section 13 for any fiscal year, the Secretary shall  
11 reserve—

12 (1) not more than 2 percent for national activi-  
13 ties, which the Secretary may carry out directly or  
14 through grants and contracts, such as—

15 (A) providing training technical assistance  
16 to local consortia and organizations partnering  
17 with local consortia to carry out services under  
18 this Act; or

19 (B) conducting the national evaluation  
20 pursuant to section 12(a)(3); and

21 (2) not more than 1 percent for payments to  
22 the outlying areas and the Bureau of Indian Affairs,  
23 to be allotted in accordance with their respective  
24 needs for assistance under this Act, as determined  
25 by the Secretary, to enable the outlying areas and

1 the Bureau of Indian Affairs to carry out the pur-  
2 poses of this Act.

3 (c) STATE ALLOTMENTS.—

4 (1) DETERMINATION.—From the funds appro-  
5 priated under section 13 for any fiscal year that are  
6 equal to or greater than \$200,000,000 which remain  
7 after the Secretary makes the reservations under  
8 subsection (b), the Secretary shall allot to each State  
9 for the fiscal year an amount that bears the same  
10 relationship to the remainder as the amount the  
11 State received under subpart 2 of part A of title I  
12 of the Elementary and Secondary Education Act of  
13 1965 (20 U.S.C. 6331 et seq.) for the preceding fis-  
14 cal year bears to the amount all States received  
15 under that subpart for the preceding fiscal year, ex-  
16 cept that no State shall receive less than an amount  
17 equal to  $\frac{1}{2}$  of 1 percent of such funds.

18 (2) REALLOTMENT OF UNUSED FUNDS.—If a  
19 State does not receive an allotment under this Act  
20 for a fiscal year, the Secretary shall reallocate the  
21 amount of the State's allotment to the remaining  
22 States in accordance with this section.

23 (d) COMPETITIVE GRANTS AUTHORIZED.—

24 (1) IN GENERAL.—For any year for which the  
25 amount appropriated under section 13 is less than

1       \$200,000,000, the Secretary shall award grants, on  
2       a competitive basis, to local consortia to enable the  
3       local consortia to carry out local strategies in ac-  
4       cordance with sections 9 and 10.

5           (2) TARGETED LOCAL CONSORTIA.—The Sec-  
6       retary shall only award a grant to a local consortium  
7       under this subsection if the local consortium submits  
8       an application that proposes—

9           (A) to serve children and youth in schools  
10       or communities with the highest proportions of  
11       students from low-income families; and

12          (B) to provide a comprehensive continuum  
13       of services, including not less than 1 service  
14       from each of not less than 3 categories of serv-  
15       ices described in paragraphs (3) through (11)  
16       of section 10(b), which proposal—

17           (i) shall be submitted by a local con-  
18       sortium comprised of a broad representa-  
19       tion of stakeholders and decisionmakers in  
20       the community, including a multitude of  
21       community partners described in section  
22       4(5)(B); or

23           (ii) shall demonstrate the capacity for  
24       successful implementation through a his-  
25       tory of successful collaboration and effec-

1                   tiveness in strengthening outcomes for chil-  
2                   dren and youth.

3                   (3) ACCOUNTABILITY AND TRANSPARENCY.—

4                   The Secretary shall apply those provisions of section  
5                   12 that the Secretary determines applicable to local  
6                   consortia receiving funds under this subsection.

7 **SEC. 6. STATE CHILD AND YOUTH STRATEGY.**

8                   (a) IN GENERAL.—A State that receives a grant  
9                   under this Act shall use the grant funds to develop and  
10                  implement a State child and youth strategy (hereafter in  
11                  this Act referred to as the “State strategy”).

12                  (b) STRATEGY REQUIREMENTS.—The State strat-  
13                  egy—

14                   (1) shall be developed by the Governor of the  
15                   State and the State educational agency;

16                   (2) shall include the components described in  
17                   subsection (c); and

18                   (3) may include other components as the Gov-  
19                   ernor determines necessary to strengthen results for  
20                   children and youth.

21                  (c) REQUIRED COMPONENTS.—The State strategy  
22                  components required under subsection (b) are the fol-  
23                  lowing:

24                   (1) STATE RESULTS FRAMEWORK.—The State  
25                   strategy shall contain comprehensive, research-based

1 annual goals and aligned quantifiable indicators  
2 demonstrating continuous improvement with respect  
3 to youth, particularly disadvantaged youth, that  
4 shall serve as targets for each year with respect to  
5 which the State strategy applies. The goals shall in-  
6 clude the following:

7 (A) Children are ready for school.

8 (B) Students are engaged and achieving in  
9 school.

10 (C) Students are physically, mentally, so-  
11 cially, and emotionally healthy.

12 (D) Schools and neighborhoods are safe  
13 and provide a positive climate for learning.

14 (E) Families and communities are sup-  
15 portive and engaged in their children's edu-  
16 cation as equal partners.

17 (F) Graduates are ready for postsecondary  
18 education and 21st-century careers.

19 (G) Students are contributing to their  
20 communities.

21 (H) Students are not chronically absent.

22 (2) NEEDS AND ASSETS ASSESSMENT.—The  
23 State strategy shall contain an assessment of the  
24 children's needs, and of assets within the State that  
25 can be mobilized, coordinated, and integrated to

1       achieve the State strategy's goals, which may include  
2       data collected by the Federal Interagency Forum on  
3       Child and Family Statistics.

4           (3) STATE CHILD AND YOUTH PLAN.—The  
5       State strategy shall include a description of the  
6       State's plan to achieve the goals described in para-  
7       graph (1) for young people from birth through the  
8       transition to adulthood, including the following:

9           (A) LEVERAGE AND INTEGRATION.—A de-  
10       scription of how funds received under this Act  
11       will be coordinated and integrated with other  
12       Federal and State funds in order to achieve the  
13       goals developed pursuant to paragraph (1).

14          (B) ELIMINATION OF STATE BARRIERS TO  
15       COORDINATION AND INTEGRATION.—A descrip-  
16       tion of how funds received under this Act will  
17       be used to identify and eliminate State barriers  
18       to the coordination and integration of pro-  
19       grams, initiatives, and funding streams to  
20       achieve the goals developed pursuant to para-  
21       graph (1).

22          (C) COMMUNITY ENGAGEMENT IN EDU-  
23       CATION.—A description of the State's plan to  
24       increase community engagement in the aca-

1           demic and developmental needs of children and  
2           youth.

3                   (D) FAMILY ENGAGEMENT IN EDU-  
4           CATION.—A description of the State’s plan to  
5           increase family engagement in the academic  
6           and developmental needs of children and youth.

7           (d) EXISTING PLANS, STRATEGIES, AND ASSESS-  
8           MENTS.—Existing plans, strategies, needs assessments, or  
9           assets assessments may be used to satisfy the require-  
10          ments of this section if such existing plans, strategies,  
11          needs assessments, or assets assessments include the in-  
12          formation required by this section, or can be modified to  
13          do so, and are submitted to the Secretary with such modi-  
14          fications.

15   **SEC. 7. COORDINATING BODY; STATE APPLICATIONS.**

16          (a) COORDINATING BODY.—

17                  (1) IN GENERAL.—In order for a State to be el-  
18                  igible to receive a grant under this Act, the Gov-  
19                  ernor of the State shall designate or establish a co-  
20                  ordinating body for student learning and develop-  
21                  ment that shall—

22                          (A) administer funds provided under this  
23                  Act;

24                          (B) facilitate communication between the  
25                  public and the Governor pertaining to issues

1           impacting children and youth from birth  
2           through the transition to adulthood, including  
3           issues pertaining to service coordination and in-  
4           tegration;

5           (C) identify and eliminate State barriers to  
6           the coordination and integration of programs,  
7           initiatives, and funding streams, and facilitate  
8           coordination and collaboration among State  
9           agencies serving children and youth;

10          (D) strengthen the capacity of State and  
11          local organizations to achieve positive outcomes  
12          for children and youth through training, tech-  
13          nical assistance, professional development, and  
14          other means;

15          (E) assist the Governor in developing and  
16          carrying out the State strategy; and

17          (F) coordinate the submission of the State  
18          application under subsection (b).

19          (2) DESIGNATION OF COORDINATING BODY.—

20          The Governor may designate an existing agency,  
21          Children's Cabinet, P-20 Council, child and youth  
22          development partnership, or other organization as  
23          the coordinating body for student learning and de-  
24          velopment described in paragraph (1) if the agency,  
25          cabinet, council, partnership, or organization—

1 (A) performs duties similar to the duties  
2 described in paragraph (1); or

3 (B) if the duties of the agency, cabinet,  
4 council, partnership, or organization can be  
5 modified to include the duties described in  
6 paragraph (1).

7 (b) STATE APPLICATION.—

8 (1) IN GENERAL.—Each State desiring a grant  
9 under this Act shall submit to the Secretary an ap-  
10 plication at such time, in such manner, and con-  
11 taining such information as the Secretary may re-  
12 quire.

13 (2) CONTENTS.—Each application submitted  
14 under this subsection shall include the following:

15 (A) STATE STRATEGY.—A description of  
16 how the State will develop the State strategy.

17 (B) GRANTS TO LOCAL CONSORTIA.—A de-  
18 scription of how subgrants to local consortia  
19 will be awarded pursuant to section 8 and how  
20 the subgrants will facilitate community plan-  
21 ning and effective service coordination, integra-  
22 tion, and provision at the local level to achieve  
23 the goals developed by the State pursuant to  
24 section 6(c)(1) within the context of local needs  
25 and priorities.

1           (C) CAPACITY BUILDING.—A description of  
2           how grant funds received under this Act will be  
3           used to build State and local capacity through  
4           training, technical assistance, and professional  
5           development.

6           (D) ACCOUNTABILITY FOR RESULTS.—A  
7           description of the State’s plans to adhere to the  
8           accountability and transparency requirements  
9           described in section 12(b).

10          (3) REVISED APPLICATION.—Each State desir-  
11          ing to renew a grant under this Act shall submit a  
12          revised application to the Secretary every 5 years  
13          based on an assessment of the activities conducted  
14          under this Act.

15 **SEC. 8. STATE USE OF FUNDS.**

16          (a) IN GENERAL.—From the grant funds made avail-  
17          able to a State under this Act for any fiscal year—

18               (1) the State shall use not less than 95 percent  
19               to award subgrants to local consortia under sub-  
20               section (b);

21               (2) the State may use not less than 3 percent  
22               for evaluation and capacity building activities, in-  
23               cluding training, technical assistance, and profes-  
24               sional development; and

1           (3) the State may use not more than 2 percent  
2           for the administrative costs of carrying out respon-  
3           sibilities under this Act.

4           (b) SUBGRANTS TO LOCAL CONSORTIA.—

5           (1) IN GENERAL.—A State that receives a  
6           grant under this Act shall use the portion of the  
7           grant funds described in subsection (a)(1) to award  
8           subgrants to local consortia.

9           (2) PRIORITY.—In awarding subgrants to local  
10          consortia, a State shall give priority to applications  
11          from local consortia—

12                 (A) that—

13                         (i) propose to serve children and  
14                         youth in schools designated by the State  
15                         educational agency as persistently lowest-  
16                         achievement schools; or

17                         (ii) that include at least one persist-  
18                         ently lowest-achieving school, as deter-  
19                         mined by the State; and

20                 (B) that propose to provide a comprehen-  
21                 sive continuum of services, including not less  
22                 than 1 service from each of not less than 3 cat-  
23                 egories of services described in paragraphs (3)  
24                 through (11) of section 10(b), which proposal—

1 (i) shall be submitted by local con-  
2 sortia comprised of a broad representation  
3 of stakeholders and decisionmakers in the  
4 community, including a multitude of com-  
5 munity partners described in section  
6 4(5)(B); or

7 (ii) shall demonstrate the capacity for  
8 successful implementation through a his-  
9 tory of successful collaboration and effec-  
10 tiveness in strengthening outcomes for chil-  
11 dren and youth.

12 (3) DURATION OF GRANT.—Each subgrant  
13 awarded under this section shall be for a period of  
14 5 years and shall be renewable based on progress to-  
15 ward achieving the results described in section  
16 9(b)(2)(A).

17 (c) PLANNING GRANTS.—A State that receives a  
18 grant under this Act may award planning grants to local  
19 consortia to enable the local consortia to develop the local  
20 strategy described in section 9(b). Such planning grants  
21 shall be for a duration of—

22 (1) not more than 6 months and in an amount  
23 of not more than \$50,000; or

24 (2) not more than 1 year and in an amount of  
25 not more than \$100,000.

1 (d) SUPPLEMENT, NOT SUPPLANT.—A State that re-  
2 ceives a grant under this Act shall use the grant funds  
3 to supplement, not supplant, Federal and non-Federal  
4 funds available to support child and youth services.

5 (e) ALLOCATION TO RURAL AREAS.—

6 (1) IN GENERAL.—A State that receives grant  
7 funding under this Act for a fiscal year shall use the  
8 grant funds to award an amount, in the aggregate,  
9 of subgrant funding under section 8 to rural local  
10 consortia in the State that is not less than the  
11 amount that bears the same relation to the amount  
12 of the grant funding as the amount received by local  
13 educational agencies serving rural local consortia in  
14 the State under subpart 2 of part A of title I of the  
15 Elementary and Secondary Education Act of 1965  
16 (20 U.S.C. 6331 et seq.) for the preceding fiscal  
17 year bears to the amount received by the State  
18 under such subpart for the preceding fiscal year.

19 (2) RURAL LOCAL CONSORTIUM.—In this sub-  
20 section the term “rural local consortium” means a  
21 local consortium serving an area of the State that  
22 has a locale code of 41, 42, or 43.

23 **SEC. 9. LOCAL CONSORTIUM APPLICATION; LOCAL CHILD**  
24 **AND YOUTH STRATEGY.**

25 (a) LOCAL CONSORTIUM APPLICATION.—

1           (1) IN GENERAL.—A local consortium that de-  
2           sires a subgrant under section 8 shall submit an ap-  
3           plication to the State at such time, in such manner,  
4           and containing such information as the State may  
5           require.

6           (2) CONTENTS.—An application submitted  
7           under this section shall include—

8                   (A) a description of the local consortium,  
9                   including which public or nonprofit entity par-  
10                  ticipating in the local consortium shall serve as  
11                  the fiscal agent for the local consortium;

12                  (B) the local child and youth strategy  
13                  (hereafter in this Act referred to as “local  
14                  strategy”) described in subsection (b); and

15                  (C) a description of how the local strategy  
16                  will be coordinated with the local educational  
17                  agency plan required under section 1112 of the  
18                  Elementary and Secondary Education Act of  
19                  1965 (20 U.S.C. 6312).

20       (b) LOCAL STRATEGY.—

21           (1) IN GENERAL.—The local strategy—

22                   (A) shall be developed by the local consor-  
23                  tium;

24                   (B) shall include the components described  
25                  in paragraph (2); and

1 (C) may include such other components as  
2 the local consortium determines necessary to  
3 strengthen outcomes for young people from  
4 birth through the transition to adulthood.

5 (2) COMPONENTS.—The local strategy compo-  
6 nents required under paragraph (1)(B) are the fol-  
7 lowing:

8 (A) LOCAL RESULTS FRAMEWORK.—Com-  
9 prehensive, research-based goals and aligned  
10 quantifiable indicators for the goals, with re-  
11 spect to youth, particularly disadvantaged  
12 youth, that shall serve as targets for the year  
13 with respect to which the local strategy applies.  
14 The goals shall include the following:

- 15 (i) Children are ready for school.
- 16 (ii) Students are engaged and achiev-  
17 ing in school.
- 18 (iii) Students are physically, mentally,  
19 socially, and emotionally healthy.
- 20 (iv) Schools and neighborhoods are  
21 safe and provide a positive climate for  
22 learning.
- 23 (v) Families are supportive and en-  
24 gaged in their children's education.

1 (vi) Students are ready for postsec-  
2 ondary education and 21st-century careers.

3 (vii) Students are contributing to  
4 their communities.

5 (B) ASSETS ASSESSMENT.—An assessment  
6 of potential resources, services, and opportuni-  
7 ties available within or near the community that  
8 children and youth, their families, and re-  
9 sources in the community may be able to access  
10 in order to meet the needs identified under sub-  
11 paragraph (C), to help achieve the goals and in-  
12 dicators under subparagraph (A), and to sup-  
13 port students to achieve the challenging State  
14 student academic achievement standards, in-  
15 cluding the variety of services that can be inte-  
16 grated—

17 (i) into a community school site; and

18 (ii) through the presence of special-  
19 ized student support personnel and local  
20 educational agency liaisons for homeless  
21 children and youth designated pursuant to  
22 section 722(g)(1)(J)(ii) of the McKinney-  
23 Vento Homeless Assistance Act (42 U.S.C.  
24 11432(g)(1)(J)(ii)).

1           (C) NEEDS ASSESSMENT.—An analysis of  
2 the comprehensive needs of the students served  
3 by the local consortium, their families, and the  
4 community that—

5           (i) includes input from students, par-  
6 ents, and community members;

7           (ii) assesses the academic, physical,  
8 social, emotional, health, mental health,  
9 and civic needs of students and their fami-  
10 lies; and

11           (iii) may impact students' ability to  
12 meet the challenging State student aca-  
13 demic achievement standards.

14           (D) SERVICE INTEGRATION AND PROVI-  
15 SION.—A plan to coordinate and integrate serv-  
16 ices and provide services in order to meet the  
17 needs identified under subparagraph (C) and  
18 achieve the results and aligned quantifiable in-  
19 dicators described in subparagraph (A), includ-  
20 ing—

21           (i) a description of the services admin-  
22 istered by members of the local consortium  
23 that are funded through grants provided  
24 under the Elementary and Secondary Edu-  
25 cation Act of 1965 (20 U.S.C. 6301 et

1 seq.) that will be coordinated as part of the  
2 subgrant provided under section 8; and

3 (ii) if applicable, a description of the  
4 coordination among services provided by  
5 community-based organizations and serv-  
6 ices provided by specialized instructional  
7 support personnel serving local educational  
8 agencies participating in the local consor-  
9 tium.

10 (E) COMMUNITY ENGAGEMENT IN EDU-  
11 CATION.—A plan to increase community en-  
12 gagement in academic and developmental needs  
13 of children and youth.

14 (F) FAMILY ENGAGEMENT IN EDU-  
15 CATION.—A plan to increase family engagement  
16 in the academic and developmental needs of  
17 children and youth.

18 (3) EXISTING PLANS, STRATEGIES, AND AS-  
19 SESSMENTS.—Existing plans, strategies, needs as-  
20 sessments, or assets assessments may be used to  
21 satisfy the requirements of this section if such exist-  
22 ing plans, strategies, needs assessments, or assets  
23 assessments include the information required by this  
24 section, or can be modified to do so, and are sub-  
25 mitted to the Secretary with such modifications.

1 **SEC. 10. LOCAL USE OF FUNDS.**

2 (a) MANDATORY USE OF FUNDS.—A local consor-  
3 tium that receives a subgrant under section 8 shall use  
4 the subgrant funds—

5 (1) to integrate multiple private and public  
6 services into a comprehensive, coordinated con-  
7 tinuum that meets the holistic needs of young peo-  
8 ple;

9 (2) to implement the comprehensive, coordi-  
10 nated continuum of services described in paragraph  
11 (1) through research-based services producing quan-  
12 tifiable results that align with the local results  
13 framework described in section 9(b)(2)(A);

14 (3) to address the needs identified in the needs  
15 assessment carried out pursuant to section  
16 9(b)(2)(C) by leveraging the assets identified in the  
17 assets assessment carried out pursuant to section  
18 9(b)(2)(B); and

19 (4) if applicable, to coordinate efforts with the  
20 specialized instructional support personnel serving  
21 local educational agencies participating in the local  
22 consortium.

23 (b) PERMISSIBLE USE OF FUNDS.—A local consor-  
24 tium that receives a subgrant under section 8 may use  
25 the subgrant funds to coordinate, integrate, and enhance  
26 existing services, and provide new services, in order to pro-

1 vide young people with research-based, comprehensive  
2 services at, or that are connected to, schools, including—

3 (1) community-based, integrated student serv-  
4 ices;

5 (2) full service community schools;

6 (3) high-quality early childhood learning and  
7 development, including—

8 (A) early childhood education;

9 (B) programs under the Head Start Act  
10 (42 U.S.C. 9831 et seq.), including Early Head  
11 Start programs;

12 (C) early reading first programs;

13 (D) child care services;

14 (E) early childhood-school transition serv-  
15 ices;

16 (F) home visiting;

17 (G) parenting education; and

18 (H) services for young children with spe-  
19 cial needs;

20 (4) academic support services, including—

21 (A) tutoring;

22 (B) extended day programs, afterschool  
23 programs, or both such programs, which shall  
24 include services provided through 21st Century  
25 Community Learning Centers under part B of

1 title IV of the Elementary and Secondary Edu-  
2 cation Act of 1965 (20 U.S.C. 7171 et seq.);

3 (C) academic support services for English-  
4 language learners;

5 (D) programs for students and parents to  
6 learn together, including opportunities in such  
7 fields as technology, art, music, and language  
8 acquisition;

9 (E) multiple pathways toward attaining a  
10 high school diploma and preparing students for  
11 college, including—

12 (i) dual enrollment programs;

13 (ii) early college high schools;

14 (iii) strategies for preventing at-risk  
15 youth from dropping out of high school;

16 (iv) dropout recovery strategies, in-  
17 cluding strategies that award credit based  
18 on student performance instead of instruc-  
19 tional time; and

20 (v) other activities that combine rig-  
21 orous coursework, personalized learning  
22 environments, practical applications, and  
23 comprehensive support services;

24 (F) summer enrichment and learning expe-  
25 riences; and

- 1 (G) services for students with disabilities;
- 2 (5) health services, including—
- 3 (A) primary health care;
- 4 (B) dental care;
- 5 (C) vision care;
- 6 (D) speech and hearing care;
- 7 (E) mental health services;
- 8 (F) nutrition services;
- 9 (G) health education; and
- 10 (H) developmental and habilitation services
- 11 for young people with special needs;
- 12 (6) youth development, including—
- 13 (A) mentoring and other youth develop-
- 14 ment programs, including programs that engage
- 15 older adults;
- 16 (B) recreation and physical education;
- 17 (C) service learning, civic education, lead-
- 18 ership development, entrepreneurship, and com-
- 19 munity service opportunities;
- 20 (D) job training, career counseling, and in-
- 21 ternship opportunities;
- 22 (E) career and technical education;
- 23 (F) college preparation and counseling
- 24 services; and

1 (G) positive behavioral interventions and  
2 supports;

3 (7) social services for students and families, in-  
4 cluding—

5 (A) family support programs, including  
6 housing assistance, counseling, financial edu-  
7 cation, crisis intervention, and related services;

8 (B) programs that provide assistance to  
9 students who have been truant, suspended, or  
10 expelled;

11 (C) programs or efforts intended to iden-  
12 tify young people without a high school diploma  
13 and reengage the young people in school so that  
14 the young people may attain a high school di-  
15 ploma;

16 (D) strategies that engage older adults as  
17 resources to students and families; and

18 (E) services for homeless students, foster  
19 children and youth, students previously under  
20 the custody of the juvenile justice system, and  
21 students who are pregnant and parenting;

22 (8) parent and adult education programs, in-  
23 cluding—

1 (A) programs that promote family literacy,  
2 including family literacy programs for English-  
3 language learners;

4 (B) parent and caregiver leadership and  
5 parent and caregiver education activities;

6 (C) translation services;

7 (D) adult education, including instruction  
8 in English as a second language, and job train-  
9 ing; and

10 (E) citizenship preparation for individuals  
11 choosing to become United States citizens;

12 (9) juvenile crime prevention and rehabilitation  
13 programs, including—

14 (A) youth courts, teen courts, peer juries,  
15 and drug courts; and

16 (B) tribal youth programs;

17 (10) specialized instructional support services,  
18 including specialized instructional support personnel;

19 (11) service coordination staffing that ensures  
20 young people receive comprehensive services to meet  
21 the holistic needs of the young people;

22 (12) training, technical assistance, and profes-  
23 sional development for school-based and community-  
24 based personnel to build capacity and skills to edu-  
25 cate English-language learners;

1           (13) training, technical assistance, and profes-  
2           sional development for school-based and community-  
3           based personnel providing comprehensive services to  
4           children and youth;

5           (14) subgrants to nonprofit and other organiza-  
6           tions to implement the requirements and allowable  
7           services under this section;

8           (15) reasonable program administration and  
9           planning associated with the activities required  
10          under this section;

11          (16) access to and training on digital learning;  
12          and

13          (17) other services consistent with this section.

14 **SEC. 11. CONSTRUCTION.**

15          Nothing in this Act shall be construed to alter or oth-  
16          erwise affect the rights, remedies, and procedures afforded  
17          school or school district employees under Federal, State,  
18          or local laws (including applicable regulations or court or-  
19          ders) or under the terms of collective bargaining agree-  
20          ments, memoranda of understanding, or other agreements  
21          between such employees and their employers.

22 **SEC. 12. ACCOUNTABILITY AND TRANSPARENCY.**

23          (a) FEDERAL ACCOUNTABILITY AND TRANS-  
24          PARENCY.—

1           (1) ANNUAL REPORT.—On an annual basis, the  
2           Secretary shall report to the public, Congress, and  
3           the President—

4                   (A) the collective progress made by—

5                           (i) States in achieving the goals estab-  
6                           lished within the State results frameworks  
7                           described in section 6(c)(1); and

8                           (ii) communities in achieving the goals  
9                           established within the local results frame-  
10                          works pursuant to section 9(b)(2)(A);

11                   (B) how funds under this Act were used by  
12           States and local consortia to improve the lives  
13           of children, youth, and families, including—

14                           (i) the characteristics of the young  
15                           people and families served by the activities  
16                           and services assisted under this Act;

17                           (ii) the services and supports provided  
18                           under this Act; and

19                           (iii) outcomes resulting from the ac-  
20                           tivities and services funded under this Act;

21                   (C) actions taken pursuant to paragraph  
22           (2) regarding misuse or ineffective use of funds;  
23           and

24                   (D) other information the Secretary deter-  
25           mines to be of interest to the public.

1           (2) CORRECTION OF DEFICIENCIES.—If the  
2           Secretary determines, based on a review of State an-  
3           nual reports, State strategies, State data submis-  
4           sions, evaluations, or other documentation, that a  
5           State or entity that receives funds through a grant  
6           or contract made under this Act makes insufficient  
7           progress toward achieving the goals established with-  
8           in the State results framework pursuant to section  
9           6(c)(1) within 3 years of receiving a grant under  
10          section 5(a), or is misusing, ineffectively using, or  
11          otherwise not complying with the requirements of  
12          this Act, the Secretary shall—

13                 (A) notify the State of the deficiencies that  
14                 require correction and request that the State  
15                 submit a plan to correct the deficiencies;

16                 (B) negotiate a plan to correct the defi-  
17                 ciencies, and provide appropriate training or  
18                 technical assistance designed to assist the State  
19                 in complying with the requirements of this Act;  
20                 and

21                 (C) in the case that the State fails to sub-  
22                 mit or negotiate a plan to correct the defi-  
23                 ciencies or fails to make substantial efforts,  
24                 within 6 months after the date of the notifica-  
25                 tion described in paragraph (1), to correct the

1 deficiencies and comply with the requirements  
2 of this Act—

3 (i) terminate the provision of funds  
4 under this Act to the State or entity for  
5 the remainder of the period of the grant or  
6 contract; and

7 (ii) redistribute the terminated fund-  
8 ing in the manner described in section  
9 5(c).

10 (3) INDEPENDENT ONGOING EVALUATION.—

11 (A) IN GENERAL.—The Secretary shall  
12 carry out an ongoing evaluation of the activities  
13 conducted under this Act and shall submit the  
14 evaluation results to Congress and the public by  
15 not later than June of 2018 and June of 2020.

16 (B) RIGOROUS AND INDEPENDENT EVAL-  
17 UATION.—The Secretary shall enter into a con-  
18 tract with an entity independent of the Depart-  
19 ment of Education to carry out the evaluation  
20 required under this paragraph. To the extent  
21 the Secretary determines feasible, the evalua-  
22 tion shall include large-scale, longitudinal, ran-  
23 domized studies to identify the most effective  
24 combinations of academic and nonacademic  
25 interventions, including interventions adminis-

1           tered by community-based organizations, to  
2           achieve improvements in academic and other  
3           outcomes for students.

4                   (C) EVALUATION OUTCOMES.—

5                           (i) IN GENERAL.—The evaluation re-  
6                           quired under this paragraph shall measure  
7                           the process of developing and imple-  
8                           menting effective partnerships among  
9                           schools, school districts, families, students,  
10                          and community partners, as well as the im-  
11                          pact of activities conducted under this Act,  
12                          which may include impacts on the fol-  
13                          lowing outcomes:

14                                   (I) Student achievement as meas-  
15                                   ured by assessment data, classroom  
16                                   grades, and other means of measuring  
17                                   student performance.

18                                   (II) Graduation rates.

19                                   (III) School readiness.

20                                   (IV) Numbers of detentions, sus-  
21                                   pensions, and expulsions.

22                                   (V) Enrollment in postsecondary  
23                                   education.

24                                   (VI) The degree of communica-  
25                                   tion between schools and families.

1 (VII) The degree of parental par-  
2 ticipation in school activities.

3 (VIII) Student health, including  
4 mental health and risk factors at  
5 birth.

6 (IX) Student civic participation.

7 (X) Attendance.

8 (XI) The number of students and  
9 families receiving services.

10 (XII) Other outcome areas as de-  
11 termined by the Secretary in consulta-  
12 tion with State educational agencies,  
13 local educational agencies, teacher or-  
14 ganizations, secondary students, and  
15 nonprofit organizations providing  
16 services to children and youth.

17 (ii) DISAGGREGATION.—The outcomes  
18 described in clause (i) shall be  
19 disaggregated by all subgroups identified  
20 in section 1111(b)(2)(C)(v) of the Elemen-  
21 tary and Secondary Education Act of 1965  
22 (20 U.S.C. 6311(b)(2)(C)(v)), gender, and  
23 family income.

24 (b) STATE ACCOUNTABILITY AND TRANSPARENCY.—

1           (1) ANNUAL REPORT.—On an annual basis,  
2           each State shall report to the public and the Sec-  
3           retary such information as the Secretary may rea-  
4           sonably require, including—

5                   (A) progress made toward achieving—

6                           (i) the goals established within the  
7                           State results framework pursuant to sec-  
8                           tion 6(c)(1) disaggregated in the same  
9                           manner as information is disaggregated  
10                          under subsection (a)(3)(C)(ii); and

11                           (ii) the goals established within the  
12                          local results frameworks pursuant to sec-  
13                          tion 9(b)(2)(A);

14                   (B) how funds under this Act were used by  
15                   States and local consortia to improve the lives  
16                   of children, youth, and families, including—

17                           (i) the characteristics of the young  
18                           people and families served by the activities  
19                           and services assisted under this Act;

20                           (ii) the services and supports provided  
21                          under this Act; and

22                           (iii) outcomes resulting from the ac-  
23                          tivities and services funded under this Act;

24                   (C) information on Federal barriers to ef-  
25                   fective State and local coordination;

1 (D) the extent of coordination between  
2 State departments and agencies providing youth  
3 services in place to achieve the goals within the  
4 State results framework pursuant to section  
5 6(e)(1);

6 (E) the extent to which the objectives and  
7 budgets of State departments and agencies pro-  
8 viding child and youth services were consistent  
9 with the recommendations of the State strategy  
10 for the preceding year;

11 (F) the efficiency and adequacy of State  
12 and local programs and policies with respect to  
13 child and youth services;

14 (G) actions taken pursuant to paragraph  
15 (2) regarding misuse or ineffective use of funds;  
16 and

17 (H) other information the State determines  
18 to be of interest to the public.

19 (2) CORRECTION OF DEFICIENCIES.—If the  
20 State determines, based on a review of reports, data  
21 submissions, evaluations, or other documentation,  
22 that a local consortium or organization that receives  
23 funds through a subgrant made under this Act  
24 makes insufficient progress toward achieving the  
25 goals established within the local results framework

1       pursuant to section 9(b)(2)(A) within 3 years of re-  
2       ceiving a subgrant under section 8, or is misusing,  
3       ineffectively using, or otherwise not complying with  
4       the requirements of this Act, the State shall—

5               (A) notify the local consortium of the defi-  
6       ciencies that require correction and request that  
7       the consortium submit a plan to correct the de-  
8       ficiencies;

9               (B) negotiate a plan to correct the defi-  
10      ciencies, and provide appropriate training or  
11      technical assistance designed to assist the local  
12      consortium in complying with the requirements  
13      of this Act; and

14              (C) in the case that the local consortium  
15      fails to submit or negotiate a plan to correct  
16      the deficiencies or fails to make substantial ef-  
17      forts, within 6 months after the date of the no-  
18      tification described in subparagraph (A), to cor-  
19      rect the deficiencies and comply with the re-  
20      quirements of this Act, terminate the provision  
21      of funds under this Act to the local consortium  
22      or organization for the remainder of the period  
23      of the subgrant and redistribute the terminated  
24      funding in a manner determined by the State to

1           be in the best interests of the children and  
2           youth in such State in accordance with this Act.

3           (c) LOCAL ACCOUNTABILITY AND TRANSPARENCY.—

4 On an annual basis, each local consortium shall report to  
5 the public and the State such information as the State  
6 may reasonably require, including—

7           (1) progress made toward achieving the goals  
8           established within the local results framework pursu-  
9           ant to section 9(b)(2)(A) disaggregated in the same  
10          manner as information is disaggregated under sub-  
11          section (a)(3)(C)(ii);

12          (2) how funds under this Act were used by the  
13          local consortium and subgrant recipients to improve  
14          the lives of children, youth, and families, including—

15                (A) the characteristics of the young people  
16                and families served by the activities and serv-  
17                ices assisted under this Act;

18                (B) the services and supports provided  
19                under this Act; and

20                (C) outcomes resulting from the activities  
21                and services funded under this Act;

22          (3) information on State barriers to effective  
23          local coordination;

24          (4) the extent of coordination between local  
25          agencies and organizations providing services to

1       achieve the goals within the local results framework  
2       pursuant to section 9(b)(2)(A); and  
3             (5) other information the local consortium de-  
4       termines to be of interest to the public.

5 **SEC. 13. AUTHORIZATION OF APPROPRIATIONS.**

6       There are authorized to be appropriated to carry out  
7 this Act such sums as may be necessary for each of fiscal  
8 years 2016 through 2019.