

114TH CONGRESS  
1ST SESSION

# H. R. 495

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

JANUARY 22, 2015

Ms. CHU of California (for herself, Ms. NORTON, Mr. LOEBSACK, Ms. MENG, Ms. LEE, Mr. HONDA, Ms. TSONGAS, Mr. HINOJOSA, Mr. VARGAS, and Mr. ELLISON) introduced the following bill; which was referred to the Committee on Education and the Workforce, and in addition to the Committee on Energy and Commerce, for a period to be subsequently determined by the Speaker, in each case for consideration of such provisions as fall within the jurisdiction of the committee concerned

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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-

1 portunities that Motivate Achievement Act” or the “DI-  
2 PLOMA Act”.

3 (b) TABLE OF CONTENTS.—The table of contents for  
4 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.

5 **SEC. 2. FINDINGS.**

6 Congress finds the following:

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

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

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

1 grades, and that between 2001 and 2006, com-  
2 munity schools had greater gains in math and  
3 reading than regular Chicago public schools.

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

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

1           (D) In Wisconsin, where partnerships are  
2 required for grant programs, non-traditional  
3 partners have proven to be instrumental for  
4 smaller communities to enrich after school pro-  
5 grams. Those might include local trucking com-  
6 panies, the Grange, Farm Bureau, small retail-  
7 ers, and retirees.

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

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

1           dents, particularly the roughly 60 percent of  
2           students eligible for free or reduced-price lunch.

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

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

24          (3) According to a 2013 report by the National  
25          Equity and Excellence Commission, “to ensure that

1 every child receives what he or she needs to succeed  
2 in school, we require a systemic means of cutting  
3 through the red tape that ties up funding streams  
4 and personnel. Governance reforms must ensure co-  
5 ordination and cooperation across federal, state and  
6 local agencies. Communities, tribes, states and the  
7 federal government must work together.”.

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

16 (5) Over the past 4 decades, the United States  
17 has slipped from being first in the world in high  
18 school and college graduation rates to 21st and  
19 14th, respectively, putting the Nation at a growing  
20 competitive disadvantage with other countries.

21 (6) Research shows that the holistic needs of  
22 students must be met in order to strengthen student  
23 achievement. One analysis of 16 factors influencing  
24 student achievement found that over half of the fac-

1       tors identified were present in the lives of students  
2       outside of the classroom.

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

8               (8) In research by Teachers College, Columbia  
9       University, studies in psychology, health, and edu-  
10      cation feature school “connectedness” as important  
11      to student learning, achievement, and well-being.  
12      When students feel a sense of connection with the  
13      larger world and community institutions, they are  
14      more engaged in instructional activities and express  
15      greater commitment to school (Furrer & Skinner,  
16      2003; Roeser, Midgley, & Urdan, 1996; Wentzel,  
17      1997).

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

1           (10) In order for the United States to compete  
2           in a global economy, the copartnering efforts of gov-  
3           ernment, social services, business, arts, home, com-  
4           munity-based organizations, and philanthropy need  
5           to concentrate their efforts where they are most  
6           needed: in our schools.

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

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

17 **SEC. 3. PURPOSES.**

18          The purposes of this Act are—

19           (1) to create engaging learning experiences  
20          that—

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



1 (B) prepare young people for college, ca-  
2 reers, and citizenship through results-focused  
3 partnerships at all levels that mobilize and co-  
4 ordinate school and community resources;

5 (2) to ensure the academic, physical, social,  
6 emotional, health, mental health, and civic develop-  
7 ment of disadvantaged youth and thereby strengthen  
8 their families and communities;

9 (3) to engage and support parents, care givers,  
10 and families in their role as first educators of their  
11 children;

12 (4) to promote community and family engage-  
13 ment in the academic and developmental needs of  
14 children and youth;

15 (5) to leverage and integrate the human and fi-  
16 nancial assets of local communities, schools, State  
17 governments, the Federal Government, and the nat-  
18 ural assets of communities—

19 (A) toward better results for children,  
20 youth, and families; and

21 (B) for sustained civic capacity; and

22 (6) to develop school improvement strategies  
23 that incorporate approaches that meet the com-  
24 prehensive needs of children and youth, such as full

1 service community schools, community-based, inte-  
2 grated student services, and related approaches.

3 **SEC. 4. DEFINITIONS.**

4 In this Act:

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

12 (2) COMMUNITY ENGAGEMENT IN EDU-  
13 CATION.—

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

23 (B) INCLUSIONS.—The term includes ef-  
24 fective community engagement in an ongoing  
25 process to develop a welcoming school and

1 school system, mobilize the community’s assets  
2 to support student achievement and growth, en-  
3 gage those individuals and stakeholders who  
4 traditionally have not participated, improve  
5 working relationships, and deepen the commit-  
6 ment to student success.

7 (3) FAMILY ENGAGEMENT IN EDUCATION.—

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

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

22 (A) participates in a community-based ef-  
23 fort to coordinate educational, developmental,  
24 family, health, and other comprehensive services  
25 through community-based organizations, spe-

1           cialized instructional support personnel em-  
2           ployed by the school or the local educational  
3           agency, and public and private partnerships;  
4           and

5                   (B) provides access to such services to stu-  
6           dents, families, and the community, such as ac-  
7           cess during the school year (including before-  
8           and after-school hours), and during the sum-  
9           mer.

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

13                   (A) shall include—

14                           (i) a local educational agency; and

15                           (ii) not less than one other community  
16           partner that is independent of the local  
17           educational agency; and

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

20                           (i) a community-based organization;

21                           (ii) a child and youth serving organi-  
22           zation or agency;

23                           (iii) an institution of higher education;

24                           (iv) a foundation;

25                           (v) a business;

- 1 (vi) a teacher organization;
- 2 (vii) an organization representing edu-  
3 cation professionals;
- 4 (viii) a local government, including a  
5 government agency serving children and  
6 youth, such as a child welfare and juvenile  
7 justice agency;
- 8 (ix) an organization representing stu-  
9 dents; and
- 10 (x) an organization representing par-  
11 ents; and
- 12 (C) may include representatives from mul-  
13 tiple jurisdictions.

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

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

22 (8) PERSISTENTLY LOWEST-ACHIEVING  
23 SCHOOL.—The term “persistently lowest-achieving  
24 school” has the meaning given the term in the final  
25 requirements for school improvement grants pub-

1 lished by the Department of Education in the Fed-  
2 eral Register on October 28, 2010 (75 Fed. Reg.  
3 66367 et seq.).

4 (9) SECRETARY.—The term “Secretary” means  
5 the Secretary of Education.

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

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

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

1           (13) CHRONICALLY ABSENT.—The term  
2 “chronically absent”, when used with respect to a  
3 student, means a student who misses 10 percent or  
4 20 days or more of school days in an academic year.

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

15 **SEC. 5. DEMONSTRATION PROGRAM AUTHORIZED; ALLOT-**  
16 **MENT TO STATES.**

17 (a) FORMULA GRANTS AUTHORIZED.—

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

1 (A) ensure the academic, physical, social,  
2 emotional, and civic development of disadvan-  
3 tagged youth; and

4 (B) strengthen the families and commu-  
5 nities of the disadvantaged youth and achieve  
6 the results developed pursuant to section  
7 6(e)(1).

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

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

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

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

18 (A) providing training technical assistance  
19 to local consortia and organizations partnering  
20 with local consortia to carry out services under  
21 this Act; or

22 (B) conducting the national evaluation  
23 pursuant to section 12(a)(3); and

24 (2) not more than 1 percent for payments to  
25 the outlying areas and the Bureau of Indian Affairs,



1 to be allotted in accordance with their respective  
2 needs for assistance under this Act, as determined  
3 by the Secretary, to enable the outlying areas and  
4 the Bureau of Indian Affairs to carry out the pur-  
5 poses of this Act.

6 (c) STATE ALLOTMENTS.—

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

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

1 (d) COMPETITIVE GRANTS AUTHORIZED.—

2 (1) IN GENERAL.—For any year for which the  
3 amount appropriated under section 13 is less than  
4 \$200,000,000, the Secretary shall award grants, on  
5 a competitive basis, to local consortia to enable the  
6 local consortia to carry out local strategies in ac-  
7 cordance with sections 9 and 10.

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

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

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

20 (i) shall be submitted by a local con-  
21 sortium comprised of a broad representa-  
22 tion of stakeholders and decisionmakers in  
23 the community, including a multitude of  
24 community partners described in section  
25 4(5)(B); or

1                   (ii) shall demonstrate the capacity for  
2                   successful implementation through a his-  
3                   tory of successful collaboration and effec-  
4                   tiveness in strengthening outcomes for chil-  
5                   dren and youth.

6                   (3) ACCOUNTABILITY AND TRANSPARENCY.—  
7                   The Secretary shall apply those provisions of section  
8                   12 that the Secretary determines applicable to local  
9                   consortia receiving funds under this subsection.

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

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

15               (b) STRATEGY REQUIREMENTS.—The State strat-  
16 egy—

17                   (1) shall be developed by the Governor of the  
18                   State and the State educational agency;

19                   (2) shall include the components described in  
20                   subsection (c); and

21                   (3) may include other components as the Gov-  
22                   ernor determines necessary to strengthen results for  
23                   children and youth.

1 (c) REQUIRED COMPONENTS.—The State strategy  
2 components required under subsection (b) are the fol-  
3 lowing:

4 (1) STATE RESULTS FRAMEWORK.—The State  
5 strategy shall contain comprehensive, research-based  
6 annual goals and aligned quantifiable indicators  
7 demonstrating continuous improvement with respect  
8 to youth, particularly disadvantaged youth, that  
9 shall serve as targets for each year with respect to  
10 which the State strategy applies. The goals shall in-  
11 clude the following:

12 (A) Children are ready for school.

13 (B) Students are engaged and achieving in  
14 school.

15 (C) Students are physically, mentally, so-  
16 cially, and emotionally healthy.

17 (D) Schools and neighborhoods are safe  
18 and provide a positive climate for learning.

19 (E) Families and communities are sup-  
20 portive and engaged in their children's edu-  
21 cation as equal partners.

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

24 (G) Students are contributing to their  
25 communities.

1 (H) Students are not chronically absent.

2 (2) NEEDS AND ASSETS ASSESSMENT.—The  
3 State strategy shall contain an assessment of the  
4 children’s needs, and of assets within the State that  
5 can be mobilized, coordinated, and integrated to  
6 achieve the State strategy’s goals, which may include  
7 data collected by the Federal Interagency Forum on  
8 Child and Family Statistics.

9 (3) STATE CHILD AND YOUTH PLAN.—The  
10 State strategy shall include a description of the  
11 State’s plan to achieve the goals described in para-  
12 graph (1) for young people from birth through the  
13 transition to adulthood, including the following:

14 (A) LEVERAGE AND INTEGRATION.—A de-  
15 scription of how funds received under this Act  
16 will be coordinated and integrated with other  
17 Federal and State funds in order to achieve the  
18 goals developed pursuant to paragraph (1).

19 (B) ELIMINATION OF STATE BARRIERS TO  
20 COORDINATION AND INTEGRATION.—A descrip-  
21 tion of how funds received under this Act will  
22 be used to identify and eliminate State barriers  
23 to the coordination and integration of pro-  
24 grams, initiatives, and funding streams to

1           achieve the goals developed pursuant to para-  
2           graph (1).

3           (C) COMMUNITY ENGAGEMENT IN EDU-  
4           CATION.—A description of the State’s plan to  
5           increase community engagement in the aca-  
6           demic and developmental needs of children and  
7           youth.

8           (D) FAMILY ENGAGEMENT IN EDU-  
9           CATION.—A description of the State’s plan to  
10          increase family engagement in the academic  
11          and developmental needs of children and youth.

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

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

21          (a) COORDINATING BODY.—

22               (1) IN GENERAL.—In order for a State to be el-  
23               igible to receive a grant under this Act, the Gov-  
24               ernor of the State shall designate or establish a co-

1       ordinating body for student learning and develop-  
2       ment that shall—

3               (A) administer funds provided under this  
4       Act;

5               (B) facilitate communication between the  
6       public and the Governor pertaining to issues  
7       impacting children and youth from birth  
8       through the transition to adulthood, including  
9       issues pertaining to service coordination and in-  
10      tegration;

11              (C) identify and eliminate State barriers to  
12      the coordination and integration of programs,  
13      initiatives, and funding streams, and facilitate  
14      coordination and collaboration among State  
15      agencies serving children and youth;

16              (D) strengthen the capacity of State and  
17      local organizations to achieve positive outcomes  
18      for children and youth through training, tech-  
19      nical assistance, professional development, and  
20      other means;

21              (E) assist the Governor in developing and  
22      carrying out the State strategy; and

23              (F) coordinate the submission of the State  
24      application under subsection (b).

1           (2) DESIGNATION OF COORDINATING BODY.—

2           The Governor may designate an existing agency,  
3           Children’s Cabinet, P–20 Council, child and youth  
4           development partnership, or other organization as  
5           the coordinating body for student learning and de-  
6           velopment described in paragraph (1) if the agency,  
7           cabinet, council, partnership, or organization—

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

10                   (B) if the duties of the agency, cabinet,  
11                   council, partnership, or organization can be  
12                   modified to include the duties described in  
13                   paragraph (1).

14           (b) STATE APPLICATION.—

15                   (1) IN GENERAL.—Each State desiring a grant  
16                   under this Act shall submit to the Secretary an ap-  
17                   plication at such time, in such manner, and con-  
18                   taining such information as the Secretary may re-  
19                   quire.

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

22                           (A) STATE STRATEGY.—A description of  
23                           how the State will develop the State strategy.

24                           (B) GRANTS TO LOCAL CONSORTIA.—A de-  
25                           scription of how subgrants to local consortia



1 will be awarded pursuant to section 8 and how  
2 the subgrants will facilitate community plan-  
3 ning and effective service coordination, integra-  
4 tion, and provision at the local level to achieve  
5 the goals developed by the State pursuant to  
6 section 6(c)(1) within the context of local needs  
7 and priorities.

8 (C) CAPACITY BUILDING.—A description of  
9 how grant funds received under this Act will be  
10 used to build State and local capacity through  
11 training, technical assistance, and professional  
12 development.

13 (D) ACCOUNTABILITY FOR RESULTS.—A  
14 description of the State’s plans to adhere to the  
15 accountability and transparency requirements  
16 described in section 12(b).

17 (3) REVISED APPLICATION.—Each State desir-  
18 ing to renew a grant under this Act shall submit a  
19 revised application to the Secretary every 5 years  
20 based on an assessment of the activities conducted  
21 under this Act.

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

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

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

4           (2) the State may use not less than 3 percent  
5           for evaluation and capacity building activities, in-  
6           cluding training, technical assistance, and profes-  
7           sional development; and

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

11          (b) SUBGRANTS TO LOCAL CONSORTIA.—

12           (1) IN GENERAL.—A State that receives a  
13           grant under this Act shall use the portion of the  
14           grant funds described in subsection (a)(1) to award  
15           subgrants to local consortia.

16           (2) PRIORITY.—In awarding subgrants to local  
17           consortia, a State shall give priority to applications  
18           from local consortia—

19                   (A) that—

20                           (i) propose to serve children and  
21                           youth in schools designated by the State  
22                           educational agency as persistently lowest-  
23                           achievement schools; or

1 (ii) that include at least one persist-  
2 ently lowest-achieving school, as deter-  
3 mined by the State; and

4 (B) that propose to provide a comprehen-  
5 sive continuum of services, including not less  
6 than 1 service from each of not less than 3 cat-  
7 egories of services described in paragraphs (3)  
8 through (11) of section 10(b), which proposal—

9 (i) shall be submitted by local con-  
10 sortia comprised of a broad representation  
11 of stakeholders and decisionmakers in the  
12 community, including a multitude of com-  
13 munity partners described in section  
14 4(5)(B); or

15 (ii) shall demonstrate the capacity for  
16 successful implementation through a his-  
17 tory of successful collaboration and effec-  
18 tiveness in strengthening outcomes for chil-  
19 dren and youth.

20 (3) DURATION OF GRANT.—Each subgrant  
21 awarded under this section shall be for a period of  
22 5 years and shall be renewable based on progress to-  
23 ward achieving the results described in section  
24 9(b)(2)(A).

1 (c) PLANNING GRANTS.—A State that receives a  
2 grant under this Act may award planning grants to local  
3 consortia to enable the local consortia to develop the local  
4 strategy described in section 9(b). Such planning grants  
5 shall be for a duration of—

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

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

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

14 (e) ALLOCATION TO RURAL AREAS.—

15 (1) IN GENERAL.—A State that receives grant  
16 funding under this Act for a fiscal year shall use the  
17 grant funds to award an amount, in the aggregate,  
18 of subgrant funding under section 8 to rural local  
19 consortia in the State that is not less than the  
20 amount that bears the same relation to the amount  
21 of the grant funding as the amount received by local  
22 educational agencies serving rural local consortia in  
23 the State under subpart 2 of part A of title I of the  
24 Elementary and Secondary Education Act of 1965  
25 (20 U.S.C. 6331 et seq.) for the preceding fiscal

1 year bears to the amount received by the State  
2 under such subpart for the preceding fiscal year.

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

7 **SEC. 9. LOCAL CONSORTIUM APPLICATION; LOCAL CHILD**  
8 **AND YOUTH STRATEGY.**

9 (a) LOCAL CONSORTIUM APPLICATION.—

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

15 (2) CONTENTS.—An application submitted  
16 under this section shall include—

17 (A) a description of the local consortium,  
18 including which public or nonprofit entity par-  
19 ticipating in the local consortium shall serve as  
20 the fiscal agent for the local consortium;

21 (B) the local child and youth strategy  
22 (hereafter in this Act referred to as “local  
23 strategy”) described in subsection (b); and

24 (C) a description of how the local strategy  
25 will be coordinated with the local educational

1 agency plan required under section 1112 of the  
2 Elementary and Secondary Education Act of  
3 1965 (20 U.S.C. 6312).

4 (b) LOCAL STRATEGY.—

5 (1) IN GENERAL.—The local strategy—

6 (A) shall be developed by the local consor-  
7 tium;

8 (B) shall include the components described  
9 in paragraph (2); and

10 (C) may include such other components as  
11 the local consortium determines necessary to  
12 strengthen outcomes for young people from  
13 birth through the transition to adulthood.

14 (2) COMPONENTS.—The local strategy compo-  
15 nents required under paragraph (1)(B) are the fol-  
16 lowing:

17 (A) LOCAL RESULTS FRAMEWORK.—Com-  
18 prehensive, research-based goals and aligned  
19 quantifiable indicators for the goals, with re-  
20 spect to youth, particularly disadvantaged  
21 youth, that shall serve as targets for the year  
22 with respect to which the local strategy applies.  
23 The goals shall include the following:

24 (i) Children are ready for school.

1 (ii) Students are engaged and achiev-  
2 ing in school.

3 (iii) Students are physically, mentally,  
4 socially, and emotionally healthy.

5 (iv) Schools and neighborhoods are  
6 safe and provide a positive climate for  
7 learning.

8 (v) Families are supportive and en-  
9 gaged in their children's education.

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

12 (vii) Students are contributing to  
13 their communities.

14 (B) ASSETS ASSESSMENT.—An assessment  
15 of potential resources, services, and opportuni-  
16 ties available within or near the community that  
17 children and youth, their families, and re-  
18 sources in the community may be able to access  
19 in order to meet the needs identified under sub-  
20 paragraph (C), to help achieve the goals and in-  
21 dicators under subparagraph (A), and to sup-  
22 port students to achieve the challenging State  
23 student academic achievement standards, in-  
24 cluding the variety of services that can be inte-  
25 grated—

1 (i) into a community school site; and  
2 (ii) through the presence of special-  
3 ized student support personnel and local  
4 educational agency liaisons for homeless  
5 children and youth designated pursuant to  
6 section 722(g)(1)(J)(ii) of the McKinney-  
7 Vento Homeless Assistance Act (42 U.S.C.  
8 11432(g)(1)(J)(ii)).

9 (C) NEEDS ASSESSMENT.—An analysis of  
10 the comprehensive needs of the students served  
11 by the local consortium, their families, and the  
12 community that—

13 (i) includes input from students, par-  
14 ents, and community members;

15 (ii) assesses the academic, physical,  
16 social, emotional, health, mental health,  
17 and civic needs of students and their fami-  
18 lies; and

19 (iii) may impact students' ability to  
20 meet the challenging State student aca-  
21 demic achievement standards.

22 (D) SERVICE INTEGRATION AND PROVI-  
23 SION.—A plan to coordinate and integrate serv-  
24 ices and provide services in order to meet the  
25 needs identified under subparagraph (C) and



1 achieve the results and aligned quantifiable in-  
2 dicators described in subparagraph (A), includ-  
3 ing—

4 (i) a description of the services admin-  
5 istered by members of the local consortium  
6 that are funded through grants provided  
7 under the Elementary and Secondary Edu-  
8 cation Act of 1965 (20 U.S.C. 6301 et  
9 seq.) that will be coordinated as part of the  
10 subgrant provided under section 8; and

11 (ii) if applicable, a description of the  
12 coordination among services provided by  
13 community-based organizations and serv-  
14 ices provided by specialized instructional  
15 support personnel serving local educational  
16 agencies participating in the local consor-  
17 tium.

18 (E) COMMUNITY ENGAGEMENT IN EDU-  
19 CATION.—A plan to increase community en-  
20 gagement in academic and developmental needs  
21 of children and youth.

22 (F) FAMILY ENGAGEMENT IN EDU-  
23 CATION.—A plan to increase family engagement  
24 in the academic and developmental needs of  
25 children and youth.

1           (3) EXISTING PLANS, STRATEGIES, AND AS-  
2           SESSMENTS.—Existing plans, strategies, needs as-  
3           sessments, or assets assessments may be used to  
4           satisfy the requirements of this section if such exist-  
5           ing plans, strategies, needs assessments, or assets  
6           assessments include the information required by this  
7           section, or can be modified to do so, and are sub-  
8           mitted to the Secretary with such modifications.

9   **SEC. 10. LOCAL USE OF FUNDS.**

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

13               (1) to integrate multiple private and public  
14               services into a comprehensive, coordinated con-  
15               tinuum that meets the holistic needs of young peo-  
16               ple;

17               (2) to implement the comprehensive, coordi-  
18               nated continuum of services described in paragraph  
19               (1) through research-based services producing quan-  
20               tifiable results that align with the local results  
21               framework described in section 9(b)(2)(A);

22               (3) to address the needs identified in the needs  
23               assessment carried out pursuant to section  
24               9(b)(2)(C) by leveraging the assets identified in the

1 assets assessment carried out pursuant to section  
2 9(b)(2)(B); and

3 (4) if applicable, to coordinate efforts with the  
4 specialized instructional support personnel serving  
5 local educational agencies participating in the local  
6 consortium.

7 (b) PERMISSIBLE USE OF FUNDS.—A local consor-  
8 tium that receives a subgrant under section 8 may use  
9 the subgrant funds to coordinate, integrate, and enhance  
10 existing services, and provide new services, in order to pro-  
11 vide young people with research-based, comprehensive  
12 services at, or that are connected to, schools, including—

13 (1) community-based, integrated student serv-  
14 ices;

15 (2) full service community schools;

16 (3) high-quality early childhood learning and  
17 development, including—

18 (A) early childhood education;

19 (B) programs under the Head Start Act  
20 (42 U.S.C. 9831 et seq.), including Early Head  
21 Start programs;

22 (C) early reading first programs;

23 (D) child care services;

24 (E) early childhood-school transition serv-  
25 ices;

1 (F) home visiting;

2 (G) parenting education; and

3 (H) services for young children with spe-  
4 cial needs;

5 (4) academic support services, including—

6 (A) tutoring;

7 (B) extended day programs, afterschool  
8 programs, or both such programs, which shall  
9 include services provided through 21st Century  
10 Community Learning Centers under part B of  
11 title IV of the Elementary and Secondary Edu-  
12 cation Act of 1965 (20 U.S.C. 7171 et seq.);

13 (C) academic support services for English-  
14 language learners;

15 (D) programs for students and parents to  
16 learn together, including opportunities in such  
17 fields as technology, art, music, and language  
18 acquisition;

19 (E) multiple pathways toward attaining a  
20 high school diploma and preparing students for  
21 college, including—

22 (i) dual enrollment programs;

23 (ii) early college high schools;

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

1 (iv) dropout recovery strategies, in-  
2 cluding strategies that award credit based  
3 on student performance instead of instruc-  
4 tional time; and

5 (v) other activities that combine rig-  
6 orous coursework, personalized learning  
7 environments, practical applications, and  
8 comprehensive support services;

9 (F) summer enrichment and learning expe-  
10 riences; and

11 (G) services for students with disabilities;

12 (5) health services, including—

13 (A) primary health care;

14 (B) dental care;

15 (C) vision care;

16 (D) speech and hearing care;

17 (E) mental health services;

18 (F) nutrition services;

19 (G) health education; and

20 (H) developmental and habilitation services  
21 for young people with special needs;

22 (6) youth development, including—

23 (A) mentoring and other youth develop-  
24 ment programs, including programs that engage  
25 older adults;

1 (B) recreation and physical education;

2 (C) service learning, civic education, lead-  
3 ership development, entrepreneurship, and com-  
4 munity service opportunities;

5 (D) job training, career counseling, and in-  
6 ternship opportunities;

7 (E) career and technical education;

8 (F) college preparation and counseling  
9 services; and

10 (G) positive behavioral interventions and  
11 supports;

12 (7) social services for students and families, in-  
13 cluding—

14 (A) family support programs, including  
15 housing assistance, counseling, financial edu-  
16 cation, crisis intervention, and related services;

17 (B) programs that provide assistance to  
18 students who have been truant, suspended, or  
19 expelled;

20 (C) programs or efforts intended to iden-  
21 tify young people without a high school diploma  
22 and reengage the young people in school so that  
23 the young people may attain a high school di-  
24 ploma;

1 (D) strategies that engage older adults as  
2 resources to students and families; and

3 (E) services for homeless students, foster  
4 children and youth, students previously under  
5 the custody of the juvenile justice system, and  
6 students who are pregnant and parenting;

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

9 (A) programs that promote family literacy,  
10 including family literacy programs for English-  
11 language learners;

12 (B) parent and caregiver leadership and  
13 parent and caregiver education activities;

14 (C) translation services;

15 (D) adult education, including instruction  
16 in English as a second language, and job train-  
17 ing; and

18 (E) citizenship preparation for individuals  
19 choosing to become United States citizens;

20 (9) juvenile crime prevention and rehabilitation  
21 programs, including—

22 (A) youth courts, teen courts, peer juries,  
23 and drug courts; and

24 (B) tribal youth programs;

1           (10) specialized instructional support services,  
2 including specialized instructional support personnel;

3           (11) service coordination staffing that ensures  
4 young people receive comprehensive services to meet  
5 the holistic needs of the young people;

6           (12) training, technical assistance, and profes-  
7 sional development for school-based and community-  
8 based personnel to build capacity and skills to edu-  
9 cate English-language learners;

10          (13) training, technical assistance, and profes-  
11 sional development for school-based and community-  
12 based personnel providing comprehensive services to  
13 children and youth;

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

17          (15) reasonable program administration and  
18 planning associated with the activities required  
19 under this section;

20          (16) access to and training on digital learning;  
21 and

22          (17) other services consistent with this section.

23 **SEC. 11. CONSTRUCTION.**

24          Nothing in this Act shall be construed to alter or oth-  
25 erwise affect the rights, remedies, and procedures afforded



1 school or school district employees under Federal, State,  
2 or local laws (including applicable regulations or court or-  
3 ders) or under the terms of collective bargaining agree-  
4 ments, memoranda of understanding, or other agreements  
5 between such employees and their employers.

6 **SEC. 12. ACCOUNTABILITY AND TRANSPARENCY.**

7 (a) FEDERAL ACCOUNTABILITY AND TRANS-  
8 PARENCY.—

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

12 (A) the collective progress made by—

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

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

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

22 (i) the characteristics of the young  
23 people and families served by the activities  
24 and services assisted under this Act;

1 (ii) the services and supports provided  
2 under this Act; and

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

5 (C) actions taken pursuant to paragraph  
6 (2) regarding misuse or ineffective use of funds;  
7 and

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

10 (2) CORRECTION OF DEFICIENCIES.—If the  
11 Secretary determines, based on a review of State an-  
12 nual reports, State strategies, State data submis-  
13 sions, evaluations, or other documentation, that a  
14 State or entity that receives funds through a grant  
15 or contract made under this Act makes insufficient  
16 progress toward achieving the goals established with-  
17 in the State results framework pursuant to section  
18 6(c)(1) within 3 years of receiving a grant under  
19 section 5(a), or is misusing, ineffectively using, or  
20 otherwise not complying with the requirements of  
21 this Act, the Secretary shall—

22 (A) notify the State of the deficiencies that  
23 require correction and request that the State  
24 submit a plan to correct the deficiencies;

1 (B) negotiate a plan to correct the defi-  
2 ciencies, and provide appropriate training or  
3 technical assistance designed to assist the State  
4 in complying with the requirements of this Act;  
5 and

6 (C) in the case that the State fails to sub-  
7 mit or negotiate a plan to correct the defi-  
8 ciencies or fails to make substantial efforts,  
9 within 6 months after the date of the notifica-  
10 tion described in paragraph (1), to correct the  
11 deficiencies and comply with the requirements  
12 of this Act—

13 (i) terminate the provision of funds  
14 under this Act to the State or entity for  
15 the remainder of the period of the grant or  
16 contract; and

17 (ii) redistribute the terminated fund-  
18 ing in the manner described in section  
19 5(c).

20 (3) INDEPENDENT ONGOING EVALUATION.—

21 (A) IN GENERAL.—The Secretary shall  
22 carry out an ongoing evaluation of the activities  
23 conducted under this Act and shall submit the  
24 evaluation results to Congress and the public by  
25 not later than June of 2018 and June of 2020.

1 (B) RIGOROUS AND INDEPENDENT EVAL-  
2 UATION.—The Secretary shall enter into a con-  
3 tract with an entity independent of the Depart-  
4 ment of Education to carry out the evaluation  
5 required under this paragraph. To the extent  
6 the Secretary determines feasible, the evalua-  
7 tion shall include large-scale, longitudinal, ran-  
8 domized studies to identify the most effective  
9 combinations of academic and nonacademic  
10 interventions, including interventions adminis-  
11 tered by community-based organizations, to  
12 achieve improvements in academic and other  
13 outcomes for students.

14 (C) EVALUATION OUTCOMES.—

15 (i) IN GENERAL.—The evaluation re-  
16 quired under this paragraph shall measure  
17 the process of developing and imple-  
18 menting effective partnerships among  
19 schools, school districts, families, students,  
20 and community partners, as well as the im-  
21 pact of activities conducted under this Act,  
22 which may include impacts on the fol-  
23 lowing outcomes:

24 (I) Student achievement as meas-  
25 ured by assessment data, classroom

- 1 grades, and other means of measuring  
2 student performance.
- 3 (II) Graduation rates.
- 4 (III) School readiness.
- 5 (IV) Numbers of detentions, sus-  
6 pensions, and expulsions.
- 7 (V) Enrollment in postsecondary  
8 education.
- 9 (VI) The degree of communica-  
10 tion between schools and families.
- 11 (VII) The degree of parental par-  
12 ticipation in school activities.
- 13 (VIII) Student health, including  
14 mental health and risk factors at  
15 birth.
- 16 (IX) Student civic participation.
- 17 (X) Attendance.
- 18 (XI) The number of students and  
19 families receiving services.
- 20 (XII) Other outcome areas as de-  
21 termined by the Secretary in consulta-  
22 tion with State educational agencies,  
23 local educational agencies, teacher or-  
24 ganizations, secondary students, and

1 nonprofit organizations providing  
2 services to children and youth.

3 (ii) DISAGGREGATION.—The outcomes  
4 described in clause (i) shall be  
5 disaggregated by all subgroups identified  
6 in section 1111(b)(2)(C)(v) of the Elemen-  
7 tary and Secondary Education Act of 1965  
8 (20 U.S.C. 6311(b)(2)(C)(v)), gender, and  
9 family income.

10 (b) STATE ACCOUNTABILITY AND TRANSPARENCY.—

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

15 (A) progress made toward achieving—

16 (i) the goals established within the  
17 State results framework pursuant to sec-  
18 tion 6(e)(1) disaggregated in the same  
19 manner as information is disaggregated  
20 under subsection (a)(3)(C)(ii); and

21 (ii) the goals established within the  
22 local results frameworks pursuant to sec-  
23 tion 9(b)(2)(A);

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

4 (i) the characteristics of the young  
5 people and families served by the activities  
6 and services assisted under this Act;

7 (ii) the services and supports provided  
8 under this Act; and

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

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

13 (D) the extent of coordination between  
14 State departments and agencies providing youth  
15 services in place to achieve the goals within the  
16 State results framework pursuant to section  
17 6(e)(1);

18 (E) the extent to which the objectives and  
19 budgets of State departments and agencies pro-  
20 viding child and youth services were consistent  
21 with the recommendations of the State strategy  
22 for the preceding year;

23 (F) the efficiency and adequacy of State  
24 and local programs and policies with respect to  
25 child and youth services;

1 (G) actions taken pursuant to paragraph  
2 (2) regarding misuse or ineffective use of funds;  
3 and

4 (H) other information the State determines  
5 to be of interest to the public.

6 (2) CORRECTION OF DEFICIENCIES.—If the  
7 State determines, based on a review of reports, data  
8 submissions, evaluations, or other documentation,  
9 that a local consortium or organization that receives  
10 funds through a subgrant made under this Act  
11 makes insufficient progress toward achieving the  
12 goals established within the local results framework  
13 pursuant to section 9(b)(2)(A) within 3 years of re-  
14 ceiving a subgrant under section 8, or is misusing,  
15 ineffectively using, or otherwise not complying with  
16 the requirements of this Act, the State shall—

17 (A) notify the local consortium of the defi-  
18 ciencies that require correction and request that  
19 the consortium submit a plan to correct the de-  
20 ficiencies;

21 (B) negotiate a plan to correct the defi-  
22 ciencies, and provide appropriate training or  
23 technical assistance designed to assist the local  
24 consortium in complying with the requirements  
25 of this Act; and



1           (C) in the case that the local consortium  
2 fails to submit or negotiate a plan to correct  
3 the deficiencies or fails to make substantial ef-  
4 forts, within 6 months after the date of the no-  
5 tification described in subparagraph (A), to cor-  
6 rect the deficiencies and comply with the re-  
7 quirements of this Act, terminate the provision  
8 of funds under this Act to the local consortium  
9 or organization for the remainder of the period  
10 of the subgrant and redistribute the terminated  
11 funding in a manner determined by the State to  
12 be in the best interests of the children and  
13 youth in such State in accordance with this Act.

14       (c) LOCAL ACCOUNTABILITY AND TRANSPARENCY.—  
15 On an annual basis, each local consortium shall report to  
16 the public and the State such information as the State  
17 may reasonably require, including—

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

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

1 (A) the characteristics of the young people  
2 and families served by the activities and serv-  
3 ices assisted under this Act;

4 (B) the services and supports provided  
5 under this Act; and

6 (C) outcomes resulting from the activities  
7 and services funded under this Act;

8 (3) information on State barriers to effective  
9 local coordination;

10 (4) the extent of coordination between local  
11 agencies and organizations providing services to  
12 achieve the goals within the local results framework  
13 pursuant to section 9(b)(2)(A); and

14 (5) other information the local consortium de-  
15 termines to be of interest to the public.

16 **SEC. 13. AUTHORIZATION OF APPROPRIATIONS.**

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

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