

111TH CONGRESS
1ST SESSION

H. R. 3343

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

IN THE HOUSE OF REPRESENTATIVES

JULY 24, 2009

Mr. PAYNE (for himself, Mr. KILDEE, and Mr. SCOTT of Virginia) introduced the following bill; which was referred to the Committee on Education and Labor

A BILL

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

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

1 **SECTION 1. SHORT TITLE.**

2 This Act may be cited as the “Keeping Parents and
3 Communities Engaged Act” or the “Keeping PACE Act”.

4 **SEC. 2. FINDINGS.**

5 Congress finds the following:

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

11 (2) Educators recognize, on the basis of social
12 science and common experience, that effective paren-
13 tal and community involvement is a critical element
14 in children’s academic and social development. Pov-
15 erty, limited English proficiency, and varying cul-
16 tural expectations are among the biggest barriers to
17 effective parental involvement in schools.

18 (3) Schools with effective parent and commu-
19 nity involvement activities provide bridges between
20 parents, community-based organizations, and schools
21 to improve communication, information sharing,
22 services, and comprehensive supports for children
23 and families.

24 (4) Educational research suggests that student
25 achievement improves in environments where learn-
26 ing is a community value, and where schools have

1 the ability to address a broad range of educational
2 needs for all students, such as in full-service commu-
3 nity schools.

4 (5) Cross-sector community engagement of
5 businesses, institutions of higher education, philan-
6 thropic organizations, school boards, family and care
7 organizations, neighborhood and service organiza-
8 tions, after-school providers, and community-based
9 organizations, is essential if schools are to ensure
10 that all children meet college and work-ready stand-
11 ards.

12 (6) More than 1,000,000 of the students who
13 enter ninth grade do not receive a high school di-
14 ploma 4 years later and approximately 7,000 stu-
15 dents drop out of school each day, including a sig-
16 nificant percentage of students with the potential of
17 high academic achievement.

18 (7) Integrated services and comprehensive sup-
19 ports, including after-school and other services, are
20 necessary components of effective, school-based ef-
21 forts to dramatically affect dropout prevention rates,
22 increase graduation rates, and improve student
23 achievement. In one national study, 98 percent of
24 students receiving such services and supports stayed

1 in school, 89 percent had fewer suspensions, and 85
2 percent of eligible seniors graduated.

3 **SEC. 3. OUTREACH AND COORDINATION.**

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

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

9 **“SEC. 5700. GRANTS AUTHORIZED.**

10 “(a) IN GENERAL.—The Secretary shall award
11 grants to States to enable the States to award sub-
12 grants—

13 “(1) on a competitive basis, to local educational
14 agencies that receive assistance under part A of title
15 I to enable such agencies to assist public elementary
16 schools and public secondary schools served by such
17 agencies to hire and maintain Parent and Commu-
18 nity Outreach Coordinators, pursuant to subpart 1;

19 “(2) on a competitive basis, to eligible entities
20 to provide necessary integrated services and com-
21 prehensive supports to students and schools, pursu-
22 ant to subpart 2; and

23 “(3) to eligible entities to create schools as cen-
24 ters of communities, pursuant to subpart 3.

1 “(b) APPLICATION.—A State that desires to receive
2 a grant under this section shall submit an application to
3 the Secretary at such time, in such manner, and accom-
4 panied by such information as the Secretary may require,
5 including the following:

6 “(1) A description of the State’s need to engage
7 parents and the community in students’ education,
8 as described in subpart 1.

9 “(2) A description of the State’s need for com-
10 munity-based resources to address student and fam-
11 ily needs.

12 “(3) A description of the progress a State is
13 seeking relating to the indicators outlined in section
14 5707(b).

15 “(4) A description of the State’s capacity and
16 resources across multiple State agencies to integrate
17 their existing State and Federal (managed by the
18 State) programs with local educational agencies,
19 schools, and community-based organizations.

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

21 “The Secretary is authorized to enter into a contract
22 with a nonprofit organization with a demonstrated record
23 of effectiveness and extensive national, State, and local ex-
24 perience in providing effective integrated student supports
25 in order to ensure accountability in the execution of sub-

1 parts 1 and 2. Such nonprofit organization shall be re-
2 sponsible for—

3 “(1) providing technical assistance and training
4 to grantees and subgrantees to promote the effec-
5 tiveness of the programs assisted under this part in
6 improving the coordination, availability, delivery, and
7 effectiveness of integrated services and comprehen-
8 sive supports for children and families; and

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

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

17 “There are authorized to be appropriated to carry out
18 this part \$260,000,000 for each of the fiscal years 2010
19 through 2014, of which—

20 “(1) 50 percent shall be used to carry out sub-
21 part 1;

22 “(2) 30 percent shall be used to carry out sub-
23 part 2; and

24 “(3) 20 percent shall be used to carry out sub-
25 part 3.

1 **“SEC. 5702. SUBGRANTS AUTHORIZED.**

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

9 **“SEC. 5703. APPLICATION.**

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

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

17 “(1) A description of the schools to be assisted
18 by the local educational agency under this subpart.

19 “(2) The current state of family and commu-
20 nity engagement in the schools, including a descrip-
21 tion of the ways in which families and communities
22 are engaged during the school day, before school,
23 and during after school and summer hours.

24 “(3) The particular family and community out-
25 reach needs identified by the schools, parents, fami-
26 lies, and community-based organizations.

1 “(4) A workplan to address the needs identified
2 in paragraph (3).

3 “(5) A description of the desired progress of
4 the local educational agency related to the indicators
5 outlined in section 5707(b).

6 “(6) A description of the capacity of the schools
7 for measuring school-specific outcomes of the work
8 provided by the Parent and Community Outreach
9 Coordinators.

10 “(7) A description of the capacity of the schools
11 for supporting a position of Parent and Community
12 Outreach Coordinator by providing space and ade-
13 quate resources.

14 “(8) A description of how the activities sup-
15 ported with funds under this subpart will be coordi-
16 nated with the programs and activities carried out
17 by the local educational agency pursuant to section
18 1118, including whether such activities will be sup-
19 ported with funds provided under title I.

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

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

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

24 “(A) with the highest proportions of stu-
25 dents from low-income families; and

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

5 “(2) submitted by local educational agencies de-
6 scribing a partnership structure that delineates how
7 the local educational agency, community-based orga-
8 nizations, local government, institutions of higher
9 education, and other key institutions will come to-
10 gether to support a common vision, defined results,
11 and measures of effectiveness, with clear roles and
12 responsibilities, and a plan for serving multiple
13 schools.

14 “(b) DURATION OF SUBGRANT.—Each subgrant
15 awarded under this subpart shall be for a period of 5
16 years.

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

18 “(a) ESTABLISHMENT.—A school receiving assist-
19 ance under this subpart shall establish a screening and
20 evaluation committee that shall consist of the following
21 members:

22 “(1) The school principal or headmaster.

23 “(2) Two parents of students enrolled at the
24 school.

25 “(3) A teacher who teaches at the school.

1 “(4) One paraprofessional at the school.

2 “(5) Community partners.

3 “(6) The superintendent of the school or a des-
4 ignee of the superintendent.

5 “(b) **HIRING.**—A school that receives assistance
6 under this subpart shall hire, based on the recommenda-
7 tion of the screening and evaluation committee, a Parent
8 and Community Outreach Coordinator.

9 “(c) **OVERSIGHT AND EVALUATION.**—The screening
10 and evaluation committee shall prepare and submit an
11 evaluation to the local educational agency on an annual
12 basis regarding the performance of the Parent and Com-
13 munity Outreach Coordinator based on the indicators of
14 effectiveness described in section 5707(b). The local edu-
15 cational agency shall submit such report to the Secretary.

16 **“SEC. 5706. PARENT AND COMMUNITY OUTREACH COORDI-
17 NATOR.**

18 “(a) **IN GENERAL.**—A Parent and Community Out-
19 reach Coordinator hired pursuant to section 5705 shall—

20 “(1) provide leadership in building relation-
21 ships, bridging gaps, and facilitating the creation of
22 partnerships among school staff, families, and com-
23 munity members; and

24 “(2) provide support and resources—

1 “(A) to increase participation of family
2 and community members in the school; and

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

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

9 “(1) implement a family needs and parent in-
10 volvement assessment at the school that includes
11 goals and suggestions on how to improve family and
12 parental involvement in the school, with particular
13 attention to the needs of low-income families, lim-
14 ited-English proficient families, families living in
15 rural areas, families with children in either the child
16 welfare system or juvenile justice system, families
17 experiencing homelessness, and families whose chil-
18 dren may have special development needs;

19 “(2) develop an individual workplan that in-
20 cludes an overall family and parental engagement
21 action plan for the school, which shall include a de-
22 scription of the community resources that will be
23 brought into schools as well as a strategy for con-
24 necting students and families with resources avail-
25 able within the community;

1 “(3) establish and maintain consistent, effective,
2 and timely communication with families especially
3 low-income, limited English proficient, and minority
4 families in a variety of ways;

5 “(4) work with the principal or headmaster of
6 the school and school staff to establish an environment
7 in which families feel safe, welcome, and free
8 to voice their opinions;

9 “(5) act as an advocate and liaison to assist
10 parents and school staff to resolve issues at the
11 school and district levels;

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

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

21 “(8) work with the principal to engage parents
22 in school-based decisionmaking bodies, including re-
23 cruiting nontraditional parents and providing training
24 and support to parents participating in such an
25 entity;

1 “(9) as appropriate, participate in the school’s
2 school improvement process and development of
3 school improvement plans;

4 “(10) take part in ongoing training and profes-
5 sional development which may be provided by com-
6 munity-based organizations and other staff serving
7 at the local educational agency that serves the
8 school;

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

11 “(12) carry out other duties specifically related
12 to the engagement of families and the community as
13 designated by the principal or headmaster of the
14 school.

15 **“SEC. 5707. EVALUATIONS.**

16 “(a) IN GENERAL.—Each Parent and Community
17 Outreach Coordinator shall—

18 “(1) be directly supervised and evaluated by the
19 principal or headmaster of the school on a regular
20 basis; and

21 “(2) be evaluated on an annual basis by the
22 school’s screening and evaluation committee estab-
23 lished under section 5705 in order to determine the
24 effectiveness of the Coordinator.

1 “(b) EFFECTIVENESS.—Each screening and evalua-
2 tion committee shall work with the local educational agen-
3 cy and the Parent and Community Outreach Coordinator
4 to identify indicators of success related to the activities
5 supported under this subpart, and to develop baseline data
6 and evaluate progress on such indicators, which may in-
7 clude—

8 “(1) student achievement as measured by as-
9 sessment data, classroom grades, and participation
10 in programs and services for gifted and talented stu-
11 dents;

12 “(2) student attendance rates;

13 “(3) graduation rates;

14 “(4) lower mobility rates;

15 “(5) lower dropout rates;

16 “(6) fewer detentions, suspensions, and expul-
17 sions;

18 “(7) postsecondary education attendance;

19 “(8) a school environment in which parents,
20 community members, and all school visitors are
21 greeted with respect and courtesy;

22 “(9) the degree of communication between
23 schools and families, including personal interaction,
24 school visits, home visits, telephone calls, and publi-
25 cations;

1 “(10) the degree of participation in parent-
2 teacher conferences, open houses, family nights, and
3 other school-based activities;

4 “(11) the degree of school-wide awareness and
5 completion of home-school compacts;

6 “(12) the frequency of ongoing workshops,
7 training, and other events that provide families with
8 tools to support their child’s learning at home and
9 enable planning for postsecondary education experi-
10 ences; and

11 “(13) ability to relate to students as a caring
12 adult.

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

18 **“SEC. 5708. REPORT.**

19 “An eligible entity that receives a subgrant under this
20 subpart shall submit a biennial report to the Secretary re-
21 garding activities conducted by such entity with subgrant
22 funds received under this subpart.

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

3 **“SEC. 5721. PURPOSE.**

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

6 “(1) improve the coordination, availability, de-
7 livery, and effectiveness of integrated services and
8 comprehensive supports for children and families;
9 and

10 “(2) act as a liaison with other organizations in
11 order to assist public schools in providing children
12 and families the integrated services and comprehen-
13 sive supports needed to improve the learning of chil-
14 dren and their ability to plan for postsecondary edu-
15 cational opportunities, such as health, employment,
16 mentor/tutor, and human services, enrichment and
17 accelerated learning opportunities, before and after-
18 school programs, and recreation, and related assist-
19 ance.

20 **“SEC. 5722. ELIGIBLE ENTITY.**

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

24 **“SEC. 5723. SUBGRANTS AUTHORIZED.**

25 “A State that receives a grant under section 5700
26 shall award subgrants, on a competitive basis, to an eligi-

1 ble entity to connect integrated services and comprehen-
2 sive supports to students and families in order to enhance
3 student learning and outcomes, by—

4 “(1) conducting an assessment of student and
5 family needs in schools;

6 “(2) assessing the availability and quality of
7 learning opportunities beyond the classroom, includ-
8 ing service-learning opportunities;

9 “(3) linking needed integrated services and
10 comprehensive supports to children, their families,
11 and their public schools, and evaluating the impact
12 of such services and supports once the services and
13 supports are provided;

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

16 “(5) providing training and support related to
17 integrated services and comprehensive supports for
18 staff, teachers, and, as appropriate, Parent and
19 Community Outreach Coordinators in such public
20 schools.

21 **“SEC. 5724. APPLICATION.**

22 “(a) IN GENERAL.—An eligible entity that desires to
23 receive a subgrant under this subpart shall submit an ap-
24 plication to the State at such time, in such manner, and

1 accompanied by such information as the State may re-
2 quire.

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

5 “(1) A description of the public schools to be
6 assisted by the school or community-based organiza-
7 tion, their performance with respect to other State
8 performance criteria, and a description of their stu-
9 dent populations (including demographics).

10 “(2) A memorandum of understanding between
11 the public school and the community-based organiza-
12 tion that explains how they will work to effectively
13 coordinate the provision of integrated services and
14 comprehensive supports to students within the public
15 school (and with after-school and extended day pro-
16 grams and services, if applicable), the objectives that
17 they expect to achieve, the educational research
18 bases that will guide the provision of student inte-
19 grated services and comprehensive supports in meet-
20 ing their objectives, and the capacity of the commu-
21 nity partner to meet their objectives.

22 “(3) A description of how the community-based
23 organization plans to build and improve on the cur-
24 rent state of community involvement to increase sup-
25 port and ownership of the integrated services and

1 comprehensive supports designed to enhance student
2 learning outcomes, including the measures of
3 progress and desired results related to students and
4 families.

5 “(4) The particular student needs to be ad-
6 dressed through integrated services and comprehen-
7 sive supports and the organizations able to provide
8 integrated services and comprehensive supports to
9 meet those needs, including intellectual, social, emo-
10 tional, and physical well-being, and other academic
11 and non-academic needs related to student learning,
12 including planning for college or other postsecondary
13 education options.

14 “(5) A draft work plan regarding the provision
15 of integrated services and comprehensive supports,
16 including a description of—

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

22 “(B) how the community-based organiza-
23 tion will efficiently manage and leverage non-
24 Federal resources (which may include in-kind
25 resources) to meet identified student needs;

1 “(C) plans to track student performance
2 along with integrated services and comprehen-
3 sive supports provided to students over time, in-
4 cluding plans to integrate the community-based
5 organization’s data reporting with the public
6 school’s data systems;

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

14 “(E) plans to leverage other non-Federal
15 resources (which may include in-kind resources)
16 to support integrated services and comprehen-
17 sive supports.

18 “(6) Assurances that activities supported with
19 funds under this subpart will be coordinated with
20 the programs and activities carried out by the public
21 school pursuant to section 1118.

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

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

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

3 “(A) with the highest proportions of stu-
4 dents from low-income families; and

5 “(B) with a large percentage of students
6 who fail to meet the State’s challenging student
7 academic achievement standards, as assessed
8 pursuant to section 1111(b)(3); and

9 “(2) that include a partnership structure that
10 delineates how such eligible entity will work with
11 other organizations, including local government, in-
12 stitutions of higher education, and other key institu-
13 tions that will come together to support a common
14 vision, defined results, and measures of effectiveness,
15 with clear roles and responsibilities, and a plan for
16 serving multiple schools.

17 “(b) DURATION OF SUBGRANT.—Each subgrant
18 awarded under this subpart shall be for a period of 5
19 years.

20 **“SEC. 5726. REPORT.**

21 “An eligible entity that receives a subgrant under this
22 subpart shall submit a biennial report to the Secretary re-
23 garding activities conducted by such entity with subgrant
24 funds received under this subpart.

1 **“Subpart 3—Schools as Centers of Communities**

2 **“SEC. 5731. PURPOSE.**

3 “The purpose of this subpart is to provide incentives
4 to schools, in conjunction with the applicable local edu-
5 cational agencies, and mayors, nonprofit organizations,
6 for-profit organizations, and other community partners,
7 such as 21st Century Community Learning Centers and
8 other after-school providers, to redesign such schools as
9 centers of communities that—

10 “(1) encourage the participation of family and
11 community in children’s education;

12 “(2) engage students as resources to their com-
13 munities;

14 “(3) encourage extensive and innovative com-
15 munity use of school facilities, which may include
16 renovation and expansion of existing facilities to co-
17 ordinate and deliver integrated services and com-
18 prehensive supports to families, children, and com-
19 munities;

20 “(4) assist in keeping school facilities open out-
21 side of traditional school hours in order to promote
22 community use of such facilities; and

23 “(5) engage the community in the redesign and
24 planning of such facilities.

1 **“SEC. 5732. DEFINITION OF ELIGIBLE ENTITY.**

2 “In this subpart, the term ‘eligible entity’ means a
3 consortium of a school in conjunction with the applicable
4 local educational agency, a mayor, and 1 or more non-
5 profit organization, for-profit organization, or other com-
6 munity partner.

7 **“SEC. 5733. SUBGRANTS AUTHORIZED.**

8 “A State that receives a grant under section 5700
9 shall award subgrants to eligible entities to enable the eli-
10 gible entities to redesign schools to be centers of commu-
11 nities and to incorporate community education consistent
12 with the purpose of this subpart.

13 **“SEC. 5734. APPLICATION.**

14 “(a) CURRENT SCHOOL.—An eligible entity that de-
15 sires to receive a subgrant to redesign a school as a center
16 of community under this subpart shall submit an applica-
17 tion to the State at such time, in such manner, and accom-
18 panied by such information as the State may require.

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

21 “(1) A needs assessment of the school facility
22 identified for redesign as a center of community, in-
23 cluding any renovations or expansions, if necessary,
24 to enable the school to serve as a joint-use school fa-
25 cility.

1 “(2) An assessment of the need to keep the
2 school facilities open outside the traditional school
3 hours, including the needs of the surrounding com-
4 munity and the existing capacity to facilitate a joint-
5 use school facility as a center of community.

6 “(3) A description of the eligible entity applying
7 for the subgrant.

8 “(4) A description of the eligible entity’s capac-
9 ity to provide integrated services and comprehensive
10 supports to an existing school facility to transform
11 it into a center of community school.

12 “(5) A draft workplan of what the eligible enti-
13 ty hopes to achieve at the joint-use school facility,
14 including a description of the integrated services and
15 comprehensive supports that would be available to
16 the school, students, and families through partner-
17 ship with the eligible entity.

18 “(6) A description of student and family in-
19 volvement in redesigning the school to become a cen-
20 ter of community school.

21 “(7) A memorandum of understanding between
22 the school selected for redesigning and the eligible
23 entity.

1 **“SEC. 5735. MATCHING FUNDS.**

2 “An eligible entity that receives a subgrant to rede-
3 sign an existing school facility to incorporate community
4 education under this subpart shall provide matching
5 funds, from non-Federal sources, equal to 50 percent of
6 the cost of activities under this subpart.

7 **“SEC. 5736. REPORT.**

8 “An eligible entity that receives a subgrant under this
9 subpart shall submit a biennial report to the Secretary re-
10 garding activities conducted by such entity with subgrant
11 funds received under this subpart.”.

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

“PART E—PARENT AND COMMUNITY OUTREACH AND
ENGAGEMENT

“Sec. 5700. Grants authorized.

“Sec. 5700A. National activities.

“Sec. 5700B. Authorization of appropriations.

“SUBPART 1—PARENT AND COMMUNITY OUTREACH COORDINATORS

“Sec. 5701. Purpose.

“Sec. 5702. Subgrants authorized.

“Sec. 5703. Application.

“Sec. 5704. Awarding of subgrants.

“Sec. 5705. Screening and evaluation committee.

“Sec. 5706. Parent and Community Outreach Coordinator.

“Sec. 5707. Evaluations.

“Sec. 5708. Report.

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

“Sec. 5721. Purpose.

“Sec. 5722. Eligible entity.

“Sec. 5723. Subgrants authorized.

- “Sec. 5724. Application.
- “Sec. 5725. Awarding of subgrants.
- “Sec. 5726. Report.

“SUBPART 3—SCHOOLS AS CENTERS OF COMMUNITIES

- “Sec. 5731. Purpose.
- “Sec. 5732. Definition of eligible entity.
- “Sec. 5733. Subgrants authorized.
- “Sec. 5734. Application.
- “Sec. 5735. Matching funds.
- “Sec. 5736. Report.”.

