

103D CONGRESS
1ST SESSION

H. R. 3438

To authorize grants to local educational agencies to develop and implement coordinated services programs.

IN THE HOUSE OF REPRESENTATIVES

NOVEMBER 3, 1993

Ms. WOOLSEY (for herself, Mrs. LOWEY, and Mrs. MORELLA) introduced the following bill; which was referred to the Committee on Education and Labor

A BILL

To authorize grants to local educational agencies to develop and implement coordinated services programs.

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.**

4 This Act may be cited as the “Coordinate to Educate
5 Act”.

6 **SEC. 2. FINDINGS AND PURPOSES.**

7 (a) FINDINGS.—The Congress makes the following
8 findings:

9 (1) Growing numbers of children live in an en-
10 vironment of social and economic conditions that

1 greatly increase their risk of academic failure when
2 they become students.

3 (2) Many academically at-risk students suffer
4 the effects of inadequate nutrition and health care,
5 lack of child care, overcrowded and unsafe living
6 conditions and homelessness, family and gang vio-
7 lence, substance abuse, sexual abuse and child
8 abuse, involuntary migration and limited English
9 proficiency that often create severe barriers to learn-
10 ing the knowledge and skills needed to become lit-
11 erate, independent and productive citizens.

12 (3) Almost half of all children and youths live
13 in a single parent family for some period of their
14 lives, while many others live in families with two
15 full-time working parents, greatly reducing parental
16 involvement in their education.

17 (4) Services for at-risk students are often frag-
18 mented, inconvenient, expensive, overregulated, inef-
19 fective and duplicative, and focused on only a single
20 narrow problem without meeting the needs of the
21 child and the family.

22 (5) School personnel, parents, and support serv-
23 ice providers often lack knowledge of, and access to,
24 available services for at-risk students and their fami-
25 lies in the community, are constrained by bureau-

1 cratic obstacles from providing the services most
2 needed, and have few resources or incentives to co-
3 ordinate services and make them accessible.

4 (6) Service providers, such as teachers, social
5 workers, health care and child care providers, juve-
6 nile justice workers and others, are often trained in
7 separate institutions, practice in separate agencies,
8 and pursue separate professional activities that pro-
9 vide little support for coordination and integration of
10 services.

11 (7) Coordination and integration of services for
12 at-risk students emphasizing prevention and early
13 intervention offer a greater opportunity to break the
14 cycle that leads to academic failure, leaving school,
15 low-skill levels, unemployment and low income.

16 (8) Coordination of services is cost effective for
17 schools and support agencies because it reduces du-
18 plication, improves quality of services, and sub-
19 stitutes prevention for expensive crisis interventions,
20 while ensuring that students are ready to learn when
21 they are in the classroom.

22 (b) PURPOSES.—It is the purpose of this Act to es-
23 tablish a program of grants to local education agencies
24 to improve students' educational performances by—

25 (1) removing barriers to their learning;

1 (2) coordinating and enhancing the effective-
2 ness of support services;

3 (3) making support services available, afford-
4 able, and convenient for those who need them;

5 (4) replicating and disseminating successful
6 high quality coordinated service programs;

7 (5) increasing parental involvement in edu-
8 cation;

9 (6) improving the capacity of school and sup-
10 port service personnel to collaborate;

11 (7) integrating services, regulations, data bases,
12 eligibility procedures and funding sources whenever
13 possible; and

14 (8) focusing school and community resources on
15 prevention and early intervention strategies to ad-
16 dress student needs and to ensure that students are
17 ready to learn when they are in the classroom.

18 **SEC. 3. GRANT AUTHORIZATION.**

19 The Secretary of Education is authorized to make de-
20 velopment and implementation grants to local education
21 agencies to develop and implement coordinated service
22 programs.

23 **SEC. 4. DEVELOPMENT GRANTS.**

24 (a) ELIGIBILITY.—To be eligible to receive a grant
25 under this section, a local educational agency shall—

1 (1) plan to collaborate with health and social
2 service agencies to develop a program of school-
3 linked integrated service for children and families on
4 or near a school site; or

5 (2) offer some coordinated services, but be able
6 to demonstrate a need for the expansion of services.

7 (b) DURATION.—Grants under this section may be
8 for up to 3 years duration, subject to providing the Sec-
9 retary with annual evidence of satisfactory progress to-
10 wards the achievement of a plan for a self-sufficient co-
11 ordinated service program.

12 (c) APPLICATIONS.—A local educational agency that
13 wishes to receive a grant under this section shall submit
14 an application which identifies—

15 (1) the need for coordinated services among all
16 or some of the students of a local educational agen-
17 cy;

18 (2) the proposed membership of a collaborative
19 which will be formed to achieve broad-based coordi-
20 nated services, including representatives from the
21 appropriate levels of all sectors and services nec-
22 essary to achieve broad-based coordinated services,
23 including representatives of children and families;

24 (3) the objectives of the collaboration; and

25 (4) performance measurements.

1 (d) USE OF FUNDS.—Grants awarded under this sec-
2 tion shall be used to—

3 (1) plan and hold regular meetings of the col-
4 laborative;

5 (2) identify barriers to learning experienced by
6 students in the local educational agency that stem
7 from factors external to the public school system, in-
8 cluding poor health, physical and sexual abuse, poor
9 nutrition, inadequate housing, lack of appropriate
10 childcare and lack of appropriate preschool and be-
11 fore and after school care;

12 (3) assess the availability of currently existing
13 social service programs which could help to alleviate
14 these barriers;

15 (4) assess the availability of local, State and
16 private funds, the redirection of existing funds and
17 the use of in-kind services;

18 (5) assess the feasibility of a sliding scale fee
19 for services that will be delivered; and

20 (6) develop an interagency service delivery plan
21 that identifies—

22 (A) the priorities of the service providers
23 and the community;

24 (B) the availability and use of adequate
25 staff and physical resources;

1 (C) a plan to coordinate Federal, State
2 and local regulations, eligibility requirements
3 and application procedures;

4 (D) how coordinated services will be deliv-
5 ered, including a case management system; and

6 (E) a plan to become self-sufficient, with-
7 out using funds authorized under this Act, not
8 later than 2 years after implementation.

9 **SEC. 5. IMPLEMENTATION GRANTS.**

10 (a) ELIGIBILITY.—A local educational agency that
11 desires to receive a grant under this section shall have an
12 interagency service delivery plan that has been approved
13 by the Secretary of Education.

14 (b) DURATION.—Grants under this section may not
15 exceed a 2-year period.

16 (c) APPLICATIONS.—To be eligible to receive a grant
17 under this section, a local educational agency shall submit
18 an application which—

19 (1) identifies barriers to learning experienced by
20 students in the local educational agency that stem
21 from factors external to the public school system, in-
22 cluding poor health, evidence of physical or sexual
23 abuse, poor nutrition, inadequate housing, lack of
24 appropriate childcare and lack of appropriate pre-
25 school and before and after school care;

1 (2) identifies existing social service programs;

2 (3) identifies the participants in the delivery of
3 coordinated services, including community and par-
4 ent involvement;

5 (4) includes an interagency service delivery plan
6 which includes the priorities of the service providers
7 and the community;

8 (5) includes an interagency agreement signed
9 by key parties within the collaborative, partnership
10 schools and agencies that detail what will be done,
11 by whom and when;

12 (6) makes assurances that Federal funds will be
13 used for not more than 50 percent of the costs of
14 this project after the first year, with a commitment
15 of matching funds from other agencies or private
16 sources, including the redirection of existing funds
17 and the use of in-kind services which will fully sup-
18 port the project after the second year;

19 (7) identifies how the coordinated service pro-
20 gram will be staffed, including the case of a coordi-
21 nator and including a plan for interagency staff
22 training and development;

23 (8) identifies where the coordinated service pro-
24 gram will be located;

1 (9) identifies how Federal, State, and local reg-
2 ulations, eligibility requirements and application pro-
3 cedures have been coordinated;

4 (10) utilizes a case management system; and

5 (11) sets sliding scale service fees, if feasible.

6 (d) USE OF FUNDS.—Grants awarded under this sec-
7 tion may be used—

8 (1) to locate and obtain commitments from
9 funding sources other than the Federal Government
10 when this grant ends;

11 (2) to improve interagency communications and
12 information-sharing, including developing tele-
13 communications networks, software development,
14 data base integration and management, and other
15 applications of technology that improve coordination
16 of service;

17 (3) to support colocation of interagency service
18 delivery programs in schools or other sites close to
19 schools, including rental or lease payments, open
20 and lock-up fees or maintenance and security costs
21 necessary for the delivery of services to students;

22 (4) for staff development, including in-service
23 and cross-agency training, for the interagency serv-
24 ice delivery team, including school staff;

1 (5) to research and tabulate figures which dem-
2 onstrate the success of a coordinated services pro-
3 gram, including improved outcome for children and
4 families in terms of taxpayers dollars saved; and

5 (6) to support dissemination and replication of
6 successful programs to other areas within a local
7 educational agency.

8 **SEC. 6. TARGET POPULATIONS.**

9 (a) ELIGIBLE SCHOOLS, GRADES, AND AREAS.—An
10 eligible local educational agency may select a school or
11 program area for coordinated services if the project design
12 is of adequate size, scope, and quality to achieve projected
13 outcomes.

14 (b) ELIGIBLE STUDENTS.—Programs and services
15 shall be made available to all children and families in the
16 area to be served and shall, when appropriate, be paid on
17 a sliding scale.

18 **SEC. 7. SPECIAL CONSIDERATION.**

19 In making awards under this Act, the Secretary shall
20 give special consideration to—

21 (1) the geographic distribution of awards, in-
22 cluding urban, suburban, and rural districts;

23 (2) districts with concentrated pockets of educa-
24 tionally at-risk students;

1 (3) local educational agencies with high propor-
2 tions of educationally at-risk students; and

3 (4) areas with a large number of single parent
4 or two-parent, working families.

5 **SEC. 8. AUTHORIZATION.**

6 There are authorized to be appropriated to carry out
7 the provisions of this Act for fiscal year 1994,
8 \$300,000,000 of which \$200,000,000 shall be allocated
9 for development grants and \$100,000,000 shall be allo-
10 cated for implementation grants, and such sums as may
11 be necessary for each of the fiscal years 1995 through
12 2000.

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