119TH CONGRESS
2D SESSION

S. _____

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

IN THE SENATE OF THE UNITED STATES

Mr. BOOKER introduced the following bill; which was read twice and referred to the Committee on _____

A BILL

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

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE; TABLE OF CONTENTS.

(a) SHORT TITLE.—This Act may be cited as the ''Developing Innovative Partnerships and Learning Opportunities that Motivate Achievement Act'' or the ''DIPLOMA Act''.

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

Sec. 1. Short title; table of contents.
Sec. 2. Findings.
Sec. 3. Purposes.
Sec. 4. Definitions.
Sec. 5. Reservations.
Sec. 6. Demonstration competitive program authorized.
Sec. 7. Allotments to States.
Sec. 8. State child and youth strategy.
Sec. 9. Coordinating body; State allotment applications.
Sec. 10. State use of funds.
Sec. 11. Local consortium application; local child and youth strategy.
Sec. 12. Local use of funds.
Sec. 13. Rule of construction.
Sec. 14. Accountability and transparency.
Sec. 15. Authorization of appropriations.

SEC. 2. FINDINGS.

Congress finds the following:

(1) The future strength of the Nation's democracy, as well as the Nation's economy, is dependent upon the investments made in children and youth today.

(2) Evidence demonstrates that effective partnerships among schools and communities increase student achievement by addressing the academic needs of students as well as the challenges the students face outside the classroom. For example:

(A) United Way of Salt Lake's Promise Partnership, an initiative across multiple school districts in the Salt Lake, Utah area, has helped increase student achievement and graduation rates. Since the program's launch in

2014, 5 out of the 8 targeted indicators have improved. Kindergarten readiness in numeracy increased by 3 percent, 8th grade math proficiency improved by 8 percent, high school graduation rose by 5 percent, postsecondary readiness grew by 4 percent, and postsecondary completion increased by 5 percent. To overcome pandemic-related learning loss in literacy, Promise Partnership school Mill Creek Elementary collaborated with 80 volunteers from organizations including Goldman Sachs and Dominion Energy to offer tutoring support through the iReady program. By the end of the 2020–2021 school year, the number of 3rd grade students participating in the program testing at or above grade level tripled.

(B) From 2015 to 2018, the New York City Community School Initiative improved attendance, on-time grade progression, and graduation rates across elementary and secondary students. During the same 3-year period, this initiative led to a reduction in disciplinary incidents for elementary and middle school students while also improving math achievement scores. Middle school students attending com-

munity schools scored 4.2 percentage points higher on math exams compared to their peers at non-community schools, and high school students attending community schools earned 12 percent more credits per academic year than students enrolled at non-community schools.

(C) In Wisconsin, where formal partnerships with community agencies are required for grant programs, non-traditional partners have proven to be instrumental for smaller communities to enrich after school programs. Those partners have included—

(i) local trucking companies;

(ii) statewide nonprofit organizations, such as The Grange;

(iii) Farm Bureau;

(iv) small retailers; and

(v) retirees.

(D) The Union City Public Schools school district in New Jersey proves that by breaking down institutional ''silos'' and creating deep partnerships, through collaboration and municipal involvement, schools can be vibrant places of hope despite poverty, unemployment, and lack of affordable housing.

(E) Six family resource centers housed in community schools in Redwood City, California promote school readiness among children while also providing parents with educational services, community resources, and leadership opportunities. A 2017 report indicates that with the assistance of English language proficiency supports, 70 percent of Redwood City community school parents were able to participate in their children's school meetings, attend professional development programs, and engage in family-to-family education and outreach. Over the course of a 3-year period, students whose parents participated in family engagement programs had a 40 percent increase in attendance and were more likely to see improvement in their math and English language test scores.

(F) By meeting the comprehensive needs of students, Communities In Schools, a national dropout prevention organization, found that 99 percent of participating students stayed in school, 78 percent of participating students met or made progress toward their attendance goals, 90 percent met or made progress toward their behavior goals, and 88 percent met or made

progress toward their academic improvement goals.

(3) In adopting the Every Student Succeeds Act (Public Law 114–95), Congress recognized community schools as a strategy to significantly improve the coordination and integration, accessibility, and effectiveness of services for children and families, particularly for children attending high-poverty schools, including high-poverty rural schools. Congress recognized community schools as an effective use of funds for school districts in the American Rescue Plan Act of 2021 (Public Law 117–2).

(4) Approximately 86 percent of 9th graders graduate from high school within 4 years. Of students who graduate from high school, 63 percent enroll in a 2- or 4-year college in the fall after completing high school. Only about half (64 percent) of first-time, full-time college freshmen seeking a 4-year degree receive a bachelor's degree within 6 years or less.

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

(6) The 2022 National Assessment of Educational Progress Long-Term Trend Assessment results indicate that between 2020 and 2022, students experienced a 5-percent drop in reading scores, the largest drop since 1990, and a 7 percent decrease, the first ever drop, in math scores. Black student scores in math fell by 13 percent as compared to a 5 percent decrease by their White peers, thus expanding the achievement gap from 25 percentage points to 33 percentage points in just 2 years.

(7) In a study conducted by Hanover Research, data showed that quality partnerships between schools and their communities can result in improved attendance, motivation, conduct, and academic achievement. Community-level strategies like focusing on parental involvement, community building, and cultural competence were shown to contribute to decreases in the achievement gap between lower- and upper-income students.

(8) Research from the Government Accountability Office found that students who change schools less frequently are more likely to perform at grade level and less likely to repeat a grade than their less stable peers.

(9) In research studies in psychology, health, and education by Teachers College, Columbia University, school ''connectedness'' is identified as important to student learning, achievement, and well-being. When students feel a sense of connection with the larger world and community institutions, they are more engaged in instructional activities and express greater commitment to school.

(10) Hundreds of thousands of arts, cultural, service, sports, college, and other youth organizations, as well as civic and faith-based groups, want to partner with schools and educators to reinforce learning, but far too often, neither the school nor the community know how to effectively connect with each other.

(11) In order for the United States to compete in a global economy, the co-partnering efforts of government, social services, businesses, arts organizations, families, community-based organizations, and philanthropy need to concentrate their efforts where they are most needed: in our schools.

(12) Research from Johns Hopkins University has shown that access to summer learning opportunities leads to significant student learning gains not

experienced by students who cannot access summer learning opportunities.

(13) Research from the Community School Partnership found that community schools see a return of $7.11 for every dollar of investment in community schools coordinators.

(14) A 2017 report from the Learning Policy Institute found that teacher retention has a direct impact on student learning and academic performance. Implementing strategies such as teacher residency programs, high-quality mentoring, grow your own models, and principal training and State leadership academies can lead to higher rates of educator retention and career satisfaction. For example, California's Paraprofessional Teacher Training Program has prepared more than 2,200 paraprofessionals to become fully certified teachers, with 92 percent of graduates obtaining teaching positions in California public schools.

(15) A 2024 Study from the Learning Policy Institute found that schools participating in the Californica Community Schools Partnership Program experienced a 30 percent reduction in chronic absenteeism.

(16) According to the National Center for Education Statistics, 44 percent of public schools reported having at least 1 full-time or part-time vacant teaching position in the spring of 2022. Of those schools with reported unfilled teaching positions, 51 percent cited resignation as the leading cause of vacancies.

SEC. 3. PURPOSES.

The purposes of this Act are to—

(1) create engaging learning experiences that—

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

(B) prepare children and youth for college, careers, and citizenship through results-focused partnerships that mobilize and coordinate school and community resources;

(2) ensure the academic, physical, social, emotional, health, mental health, and civic development of disadvantaged children and youth and thereby strengthen their families and communities;

(3) engage and support parents, caregivers, and families in their role as first educators of their children;

(4) promote community and family engagement in education;

(5) leverage and integrate the human and financial assets of local communities, schools, State governments, the Federal Government, and the natural assets of communities—

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

(B) for sustained civic capacity;

(6) develop school improvement strategies that incorporate approaches that meet the comprehensive needs of children and youth, such as full service community schools, community-based, integrated student services, and related approaches;

(7) ensure that schools and neighborhoods are safe and provide a positive climate for learning; and

(8) address learning loss as a result of the COVID–19 pandemic and reduce chronic absenteeism.

SEC. 4. DEFINITIONS.

In this Act:

(1) CHILD WITH A DISABILITY.—The term ''child with a disability'' has the meaning given the term in section 602 of the Individuals with Disabilities Education Act (20 U.S.C. 1401).

(2) CHRONICALLY ABSENT.—The term ''chronically absent'', when used with respect to a student, means a student who misses not less than 10 percent, or not less than 20 days, of school days in an academic year.

(3) COMMUNITY-BASED, INTEGRATED STUDENT SERVICES.—The term ''community-based, integrated student services'' means interventions, coordinated through a primary point of contact, that improve student achievement by connecting community resources with the academic and social service needs of students.

(4) COMMUNITY ENGAGEMENT IN EDUCATION.—The term ''community engagement in education''—

(A) means systematic efforts to involve, engage, and collaborate with parents, community residents, members of school communities, community partners, and other stakeholders in exploring the needs of their students and schools, developing plans to address those needs, and working together to address those needs; and

(B) includes an intentional, ongoing process to develop a welcoming school and school system, mobilize the community's assets to sup-

port student achievement and growth, engage those individuals and stakeholders who traditionally have not participated in the school or school system, improve working relationships, and deepen the commitment to student success.

(5) DIGITAL LEARNING.—The term ''digital learning''—

(A) means instructional practices that effectively use technology to strengthen the student learning experience; and

(B) may include online and formative assessments, instructional resources, online content and courses, applications of technology in the classroom and school building, adaptive software for children with disabilities, learning platforms, and online professional communities of practice.

(6) DUAL OR CONCURRENT ENROLLMENT PROGRAM.—The term ''dual or concurrent enrollment program'' has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

(7) ENGLISH LEARNER.—The term ''English learner'' has the meaning given the term in section

8101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

(8) EVIDENCE-BASED.—The term ''evidence-based'', when used with respect to a goal or service, means a goal or service that meets an evidence level described in subclause (I), (II), or (III) of section 8101(21)(A)(i) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801(21)(A)(i)(I), (II), and (III)) or section 8101(21)(A)(ii) of such Act.

(9) FAMILY ENGAGEMENT IN EDUCATION.—The term ''family engagement in education'' means a shared responsibility of families and schools for student success, in which schools and community-based organizations are committed to reaching out to engage families in meaningful ways that—

(A) encourage the families to actively support their children's learning and development, as well as the learning and development of other children; and

(B) are continuous from birth through young adulthood and reinforce learning that takes place in the home, school, and community.

(10) FULL SERVICE COMMUNITY SCHOOL.—The term ''full service community school'' means a public elementary school or secondary school that—

(A) participates in a community-based effort to coordinate educational, developmental, family, health, and other comprehensive services through community-based organizations, specialized instructional support personnel employed by the school or the local educational agency, and public and private partnerships;

(B) provides access to such services to students, families, and the community, including access during the school year (including before- and after-school hours), and during the summer;

(C) provides community-based, integrated student services and well-designed learning opportunities that expand on rigorous community-connected classroom instruction; and

(D) promotes a culture of belonging, safety, and active family and community engagement through collaborative leadership and practices that result in positive academic and non-academic outcomes, including improvements in—

(i) student attendance;

(ii) student behavior;

(iii) academic achievement;

(iv) school readiness;

(v) student mental and physical health;

(vi) high school graduation rates;

(vii) school climate; and

(viii) reduced racial and economic student achievement gaps.

(11) LOCAL CONSORTIUM.—The term ''local consortium'' means a consortium consisting of community partners that—

(A) shall include—

(i) a local educational agency; and

(ii) not less than one community partner that is independent of the local educational agency, such as—

(I) a community-based organization;

(II) a child and youth serving organization or agency;

(III) an institution of higher education;

(IV) a nonprofit organization;

(V) a business;

(VI) a teacher organization;

(VII) an organization representing education professionals;

(VIII) a local government, including a government agency serving children and youth, such as a child welfare and juvenile justice agency;

(IX) an organization representing students; or

(X) an organization representing parents; and

(B) may include additional community partners from other communities.

(12) LOCAL EDUCATIONAL AGENCY.—The term ''local educational agency'' has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

(13) OUTLYING AREA.—The term ''outlying area'' has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

(14) SECRETARY.—The term ''Secretary'' means the Secretary of Education.

(15) SPECIALIZED INSTRUCTIONAL SUPPORT PERSONNEL.—The term ''specialized instructional support personnel'' means—

(A) school counselors, school social workers, and school psychologists; and

(B) other qualified professional personnel, such as school nurses, speech language pathologists, community school coordinators, and school librarians, involved in providing assessment, diagnosis, and counseling, and educational, therapeutic, and other necessary services (including related services as that term is defined in section 602 of the Individuals with Disabilities Education Act (20 U.S.C. 1401)) as part of a comprehensive program to meet student needs.

(16) SPECIALIZED INSTRUCTIONAL SUPPORT SERVICES.—The term ''specialized instructional support services'' means the services provided by specialized instructional support personnel.

(17) STATE.—The term ''State'' means each of the several States of the United States, the District of Columbia, and the Commonwealth of Puerto Rico.

(18) STATE EDUCATIONAL AGENCY.—The term ''State educational agency'' has the meaning given

the term in section 8101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

(19) TARGET SCHOOLS.—The term ''target schools'' means schools that are identified by the State for comprehensive support and improvement in accordance with section 1111(c)(4)(D)(i) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(c)(4)(D)(i)).

SEC. 5. RESERVATIONS.

From the funds appropriated under section 15 for any fiscal year, the Secretary shall reserve—

(1) 2 percent for national activities, which the Secretary may carry out directly or through grants and contracts, such as—

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

(B) conducting the national evaluation pursuant to section 14(a)(3); and

(2) 1 percent for payments to the outlying areas and the Bureau of Indian Education, to be allotted in accordance with their respective needs for assistance under this Act, as determined by the Secretary, to enable the outlying areas and the Bureau

of Indian Affairs to carry out the purposes of this Act.

SEC. 6. DEMONSTRATION COMPETITIVE PROGRAM AUTHORIZED.

(a) IN GENERAL.—For any fiscal year for which the funds appropriated under section 15 are less than $200,000,000, the Secretary shall award grants, on a competitive basis, to local consortia to enable the local consortia to develop and plan for, and to carry out, local strategies in accordance with sections 11 and 12.

(b) APPLICATION.—

(1) IN GENERAL.—A local consortium desiring to receive a grant under this section shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may require.

(2) PLANNING PERIOD.—In the case of a local consortium that intends to use grant funds to develop and plan for the implementation of such local strategies (referred to as the ''planning phase''), the Secretary shall initially require an application that includes a description of how the local consortium intends to develop such local strategies. Upon completion of the planning phase, the Secretary shall

then require submission of the information described in paragraph (3).

(3) IMPLEMENTATION PERIOD.—An applicant that does not intend to use grant funds for the planning phase, or an applicant that has completed the planning phase, shall submit an application that—

(A) demonstrates the capacity for successful implementation of the local strategies in accordance with sections 11 and 12 through a history of successful collaboration and effectiveness in strengthening outcomes for children and youth; and

(B) proposes—

(i) to serve children and youth in schools or communities with the highest proportions of students from low-income families in the State; and

(ii) to provide a comprehensive continuum of services, including not less than 1 service from each of not less than 3 categories of services described in paragraphs (3) through (11) of section 12(b).

(4) APPROVAL.—In the case of a local consortium that has received grant funds for the planning phase, that applicant shall also receive funds under

this section for implementation if the applicant submits an implementation period application described in paragraph (3) that meets the requirements of this section. If the Secretary determines that such requirements have not been met, the Secretary shall notify the applicant, assist the applicant in meeting such requirements, and approve the implementation application.

(5) LOW-INCOME FAMILIES.—In this subsection, the term ''low-income family'' means a family with an income that is not more than 138 percent of the poverty line (as defined in section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2))) applicable to a family of the size involved.

SEC. 7. ALLOTMENTS TO STATES.

(a) IN GENERAL.—For any fiscal year for which the funds appropriated under section 15 are at least $200,000,000, the Secretary shall, using the funds remaining after making the reservations under section 5, award to each State that has an allotment application approved under section 9(b) an allotment in an amount that bears the same relationship to the remainder as the amount the State received under subpart 2 of part A of title I of the Elementary and Secondary Education Act

of 1965 (20 U.S.C. 6331 et seq.) for the preceding fiscal year bears to the amount all such States received under that subpart for the preceding fiscal year, except that no State shall receive less than an amount equal to ½ of 1 percent of such remainder.

(b) ALLOTMENT USE.—A State receiving an allotment under subsection (a)—

(1) may, for not longer than the first 3 years after receiving the allotment, use such allotment to develop the State strategy described in section 8; and

(2) shall, for each of the following years of the grant, use such allotment to award subgrants to local consortia to leverage and integrate human and financial assets at all levels in order to—

(A) ensure the academic, physical, social, emotional, and civic development of disadvantaged children and youth; and

(B) strengthen the families and communities of disadvantaged children and youth and make progress towards the State's evidence-based annual goals developed pursuant to section 8(b)(1).

(c) DURATION.—The Secretary shall award an allotment under this section for a period of 5 years and shall

obligate the full amount of the allotment in the first year of the 5-year period.

(d) EXTENSION; RENEWAL.—

(1) EXTENSION.—In this case of a State that used a portion of the allotment period for planning purposes, as described in subsection (b)(1), the Secretary may grant an extension of the allotment period for an additional period of not more than 3 years for implementation as described in subsection (b)(2).

(2) RENEWAL.—The Secretary may renew an allotment under this subsection for a period of 5 years.

(e) REALLOTMENT OF UNUSED FUNDS.—If a State with an approved allotment application under section 9(b) does not receive an allotment under this section for a fiscal year, the Secretary shall reallot the amount of the State's allotment to the remaining States with an approved allotment application under section 9(b) in accordance with this section.

SEC. 8. STATE CHILD AND YOUTH STRATEGY.

(a) STRATEGY REQUIREMENTS.—A State strategy—

(1) shall be developed by the State, in consultation with the Governor of the State;

(2) shall include the components described in subsection (b); and

(3) may include other components as the State determines necessary to strengthen results for children and youth.

(b) REQUIRED COMPONENTS.—The State strategy components required under subsection (a)(2) are the following:

(1) STATE RESULTS FRAMEWORK.—The State strategy shall contain comprehensive, evidence-based annual goals and aligned quantifiable indicators demonstrating continuous improvement with respect to children and youth, particularly disadvantaged children and youth, that shall serve as targets for each year with respect to which the State strategy applies. Such evidence-based annual goals shall include the following goals:

(A) Children and youth have the necessary supplies to be ready for school.

(B) Students are engaged and achieving in school.

(C) Schools and neighborhoods are safe and provide a positive climate for learning.

(D) Families and communities are supportive and engaged in their children's education as equal partners.

(E) Graduates are ready for postsecondary education and 21st-century careers.

(F) Students are contributing to their communities.

(G) Students are not chronically absent.

(H) Additional annual goals set forth by the State in alignment with the purposes of this Act.

(2) NEEDS AND ASSETS ASSESSMENT.—The State strategy shall contain an assessment of the needs of children and youth within the State, and of assets within the State that can be mobilized, coordinated, and integrated to achieve the State's evidence-based annual goals developed pursuant to paragraph (1), which may include data collected by the Federal Interagency Forum on Child and Family Statistics. Such assessment shall identify populations of underserved children and youth across the State, based on the State's evidence-based annual goals and aligned quantifiable indicators for such goals.

(3) PLAN TO ACHIEVE CHILDREN AND YOUTH GOALS.—The State strategy shall include a description of the State's plan to achieve the State's evidence-based annual goals developed pursuant to paragraph (1) for children and youth from birth through the transition to adulthood, including the following:

(A) LEVERAGE AND INTEGRATION.—A description of how funds received under this Act will be coordinated and integrated with other Federal and State funds in order to achieve the State's evidence-based annual goals developed pursuant to paragraph (1).

(B) ELIMINATION OF STATE BARRIERS TO COORDINATION AND INTEGRATION.—A description of how funds received under this Act will be used to identify and eliminate State barriers to the coordination and integration of programs, initiatives, and funding streams to achieve the State's evidence-based annual goals developed pursuant to paragraph (1).

(C) COMMUNITY ENGAGEMENT IN EDUCATION.—A description of the State's plan to increase community engagement in education.

(D) FAMILY ENGAGEMENT IN EDUCATION.—A description of the State's plan to increase family engagement in education.

(c) EXISTING PLANS, STRATEGIES, AND ASSESSMENTS.—Existing plans, strategies, needs assessments, or assets assessments may be used to satisfy the requirements of this section if such existing plans, strategies, needs assessments, or assets assessments include the information required by this section, or can be modified to do so, and are submitted to and accepted by the Secretary with such modifications.

SEC. 9. COORDINATING BODY; STATE ALLOTMENT APPLICATIONS.

(a) COORDINATING BODY.—

(1) IN GENERAL.—In order for a State to be eligible to receive an allotment under section 7, the State shall designate or establish a coordinating body that shall—

(A) administer funds provided under section 7;

(B) facilitate communication between the public and the coordinating body pertaining to issues impacting children and youth from birth through the transition to adulthood, including

issues pertaining to service coordination and integration;

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

(D) strengthen the capacity of State and local organizations to achieve positive outcomes for children and youth through training, technical assistance, professional development, and other means;

(E) assist the State in developing and carrying out the State strategy described in section 8; and

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

(2) DESIGNATION OF COORDINATING BODY.—The State may designate an existing agency, Children's Cabinet, P–20 Council, child and youth development partnership, or other organization as the coordinating body described in paragraph (1) if the agency, cabinet, council, partnership, or organization—

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

(B) can be modified to perform the duties described in paragraph (1).

(b) STATE ALLOTMENT APPLICATIONS.—

(1) IN GENERAL.—Each State desiring an allotment under section 7 shall submit to the Secretary an application at such time, in such manner, and containing such information as the Secretary may require.

(2) CONTENTS.—Each application submitted under this subsection by an applicant who does not intend to carry out a planning period as described in section 7(b)(1) shall include the following:

(A) STATE STRATEGY.—The State strategy described in section 8 and a description of how the State has—

(i) coordinated with the State educational agency;

(ii) consulted with potential community partners; and

(iii) allowed for the meaningful participation of parents.

(B) SUBGRANTS TO LOCAL CONSORTIA.—A description of how subgrants to local consortia

will be awarded pursuant to section 10, including the criteria used by the State in such determinations and how the subgrants will facilitate community planning and effective service coordination, integration, and provision at the local level to achieve the evidence-based annual goals developed by the State pursuant to section 8(b)(1) within the context of local needs and priorities. Such criteria shall include a priority for subgrant applications from local consortia intending to serve target schools with the greatest needs.

(C) CAPACITY BUILDING.—A description of how an allotment received under section 7 will be used to provide professional development, training, and technical assistance opportunities for staff for the purpose of building State and local capacity.

(D) ACCOUNTABILITY FOR RESULTS.—A description of the State's plans to adhere to the accountability and transparency requirements described in section 14.

(3) CONTENTS FOR APPLICANT WHO INTENDS TO DEVELOP STATE STRATEGY.—

(A) INITIAL APPLICATION.—In the case of an applicant who intends to use the first 1, 2, or 3 years of the allotment period to develop a State strategy, as described in section 7(b)(1), the Secretary shall only require the applicant to include in the initial application, a description of how the applicant intends to develop the State strategy, including how the State will—

(i) coordinate with the State educational agency;

(ii) consult with potential community partners; and

(iii) allow for the meaningful participation of parents.

(B) IMPLEMENTATION PHASE APPLICATION.—The Secretary shall require an applicant described in subparagraph (A) to submit the State strategy described in section 8 and the contents described in subparagraphs (B), (C), and (D) of paragraph (2), only after that applicant has developed the State strategy and completed the planning period.

(C) APPROVAL.—The Secretary shall approve the State strategy and allow the implementation period to proceed for such an appli-

cant if the State strategy and the submission under subparagraph (B) meet the requirements of this Act. If the Secretary determines that the State strategy or such submission does not meet those requirements, the Secretary shall notify the applicant, assist the applicant in meeting those requirements, and approve the applicant for the implementation phase.

(4) REVISED APPLICATION.—Each State desiring to renew an allotment under section 7 shall submit a revised application to the Secretary every 5 years based on an assessment of the activities conducted under this Act. Such renewal application shall update the State's evidence-based annual goals developed pursuant to section 8(b)(1) based on such assessment.

SEC. 10. STATE USE OF FUNDS.

(a) IN GENERAL.—From the allotment awarded to a State under section 7(b)(2) for a fiscal year—

(1) the State shall use not less than 90 percent to award—

(A) subgrants to local consortia under subsection (b); and

(B) planning grants under subsection (c);

(2) the State may use not more than 5 percent for educator and specialized instructional support personnel recruitment and retention, evaluation and capacity building activities, including training, technical assistance, and professional development; and

(3) the State may use not more than 5 percent for the administrative costs of carrying out responsibilities under this Act.

(b) SUBGRANTS TO LOCAL CONSORTIA.—

(1) IN GENERAL.—

(A) IN GENERAL.—A State that receives an allotment under section 7 shall use the portion of the allotment described in subsection (a)(1) to award subgrants to local consortia.

(B) RESERVATION FOR RURAL AREAS.—

(i) IN GENERAL.—From the total amount of funds available under subparagraph (A) to award subgrants to local consortia for a fiscal year, the State shall reserve not less than 5 percent to award subgrants to rural local consortia for such fiscal year.

(ii) RURAL LOCAL CONSORTIUM.—In this subsection the term ''rural local consortium'' means a local consortium serving

an area of the State that has a locale code of 41, 42, or 43.

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

(A) that propose to serve children and youth in target schools; or

(B) that submit a proposal with a plan to provide a comprehensive continuum of services, including not less than 1 service from each of not less than 3 categories of services described in paragraphs (3) through (11) of section 12(b), and which application—

(i) is submitted by local consortia comprised of a broad representation of stakeholders and decision makers in the community, including a multitude of community partners described in section 4(11); or

(ii) demonstrates the capacity for successful implementation through a history of successful collaboration and effectiveness in strengthening outcomes for children and youth.

(c) PLANNING GRANTS.—A State that receives an allotment under section 7 may award planning grants to local consortia to enable the local consortia to develop the local child and youth strategy (referred to in this Act as the ''local strategy'') described in section 11(b). Such planning grants shall be for a duration of—

(1) not more than 9 months and in an amount of not more than $50,000; or

(2) not more than 18 months and in an amount of not more than $100,000.

(d) SUPPLEMENT, NOT SUPPLANT.—A State that receives an allotment under this Act shall use the allotment funds to supplement, not supplant, Federal and non-Federal funds available to carry out activities described in this Act.

SEC. 11. LOCAL CONSORTIUM APPLICATION; LOCAL CHILD AND YOUTH STRATEGY.

(a) LOCAL CONSORTIUM APPLICATION.—

(1) IN GENERAL.—A local consortium that desires a subgrant under section 10(b) shall submit an application to the State at such time, in such manner, and containing such information as the State may require.

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

(A) a description of the local consortium, including which public or nonprofit entity participating in the local consortium shall serve as the fiscal agent for the local consortium;

(B) the local strategy described in subsection (b);

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

(D) a list of schools identified by the local consortium to receive comprehensive, coordinated continuum of services and support in accordance with the local strategy.

(b) LOCAL CHILD AND YOUTH STRATEGY.—

(1) IN GENERAL.—The local strategy—

(A) shall be developed by the local consortium;

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

(C) may include such other components as the local consortium determines necessary to strengthen outcomes for children and youth from birth through the transition to adulthood.

(2) COMPONENTS.—The local strategy components required under paragraph (1)(B) are the following:

(A) LOCAL RESULTS FRAMEWORK.—Comprehensive, evidence-based annual goals and aligned quantifiable indicators for the goals, with respect to youth, particularly disadvantaged children and youth, that shall serve as targets for the year with respect to which the local strategy applies. Such evidence-based annual goals shall include the following goals:

(i) Children are have the necessary supplies to be ready for school.

(ii) Students are engaged and achieving in school.

(iii) Schools and neighborhoods are safe and provide a positive climate for learning.

(iv) Families are supportive and engaged in their children's education.

(v) Students are ready for postsecondary education and 21st-century careers.

(vi) Students are contributing to their communities.

(vii) Students are not chronically absent.

(viii) Additional annual goals set forth by the local consortium in alignment with the purposes of this Act.

(B) ASSETS ASSESSMENT.—An assessment of potential resources, services, and opportunities available within or near the community and schools identified by the local consortium to receive support through a subgrant under section 10(b) that children and youth, their families, and resources in the community may be able to access in order to meet the needs identified under subparagraph (C), to help achieve the evidence-based annual goals and aligned quantifiable indicators for such goals under subparagraph (A), and to support students to achieve the challenging State academic standards (described in section 1111 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311)), including the variety of services that can be integrated—

(i) into a community school site; and

(ii) through the presence of specialized instructional support personnel and

local educational agency liaisons for homeless children and youth designated pursuant to section 722(g)(1)(J)(ii) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11432(g)(1)(J)(ii)).

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

(i) includes input from students, parents, and community members, including input from such individuals connected to schools identified by the local consortium to receive support through a subgrant under section 10(b);

(ii) identifies populations of underserved children and youth, based on the State's evidence-based annual goals and aligned quantifiable indicators for such goals developed pursuant to section 8(b)(1);

(iii) assesses the academic, physical, social, emotional, health, mental health, and civic needs of students and their families enrolled in schools identified by the

local consortium to receive support through a subgrant under section 10(b); and

(iv) may impact students' ability to meet the challenging State student academic achievement standards.

(D) SERVICE INTEGRATION AND PROVISION.—A plan to coordinate and integrate services and provide services in order to meet the needs identified under subparagraph (C) and achieve the evidence-based annual goals and aligned quantifiable indicators for such goals developed pursuant to subparagraph (A), including—

(i) a description of the services administered by members of the local consortium that are funded through grants provided under the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) that will be coordinated as part of a subgrant under section 10(b); and

(ii) if applicable, a description of the coordination among services provided by community-baed organizations and services provided by specialized instructional support personnel serving local educational

agencies participating in the local consortium.

(E) COMMUNITY ENGAGEMENT IN EDUCATION.—A plan to increase community engagement in education.

(F) FAMILY ENGAGEMENT IN EDUCATION.—A plan to increase family engagement in education.

(3) EXISTING PLANS, STRATEGIES, AND ASSESSMENTS.—Existing plans, strategies, needs assessments, or assets assessments may be used to satisfy the requirements of this section if such existing plans, strategies, needs assessments, or assets assessments include the information required by this section, or can be modified to do so, and are submitted to the Secretary (or the State, in the case of a subgrant) with such modifications.

SEC. 12. LOCAL USE OF FUNDS.

(a) MANDATORY USE OF FUNDS.—A local consortium that receives a subgrant under section 10(b) or a grant under section 6 shall use the subgrant or grant funds—

(1) to integrate services into a comprehensive, coordinated continuum that meets the holistic needs of children and youth;

(2) to implement the comprehensive, coordinated continuum of services described in paragraph (1) through evidence-based services producing quantifiable results that align with the local results framework described in section 11(b)(2)(A);

(3) to address the needs identified in the needs assessment carried out pursuant to section 11(b)(2)(C) by leveraging the assets identified in the assets assessment carried out pursuant to section 11(b)(2)(B); and

(4) if applicable, to coordinate efforts with the teachers, school leaders, paraprofessionals, and specialized instructional support personnel serving local educational agencies participating in the local consortium, and promote capacity building activities with the local educational agency.

(b) PERMISSIBLE USE OF FUNDS.—A local consortium that receives a subgrant under section 10(b) or a grant under section 6 may use the subgrant or grant funds to coordinate, integrate, and enhance existing services, and provide new services, in order to provide children and youth with research-based, comprehensive services at, or that are connected to, schools, including—

(1) community-based, integrated student services;

(2) full service community schools;

(3) high-quality early childhood learning and development services and programs, including—

(A) early childhood education;

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

(C) early reading first programs;

(D) child care services;

(E) early childhood-school transition services;

(F) home visiting;

(G) parenting education; and

(H) services for children with disabilities;

(4) academic support services for students (including children with disabilities), including—

(A) tutoring;

(B) extended day programs, afterschool programs, or both such programs, which may include services provided through 21st Century Community Learning Centers under part B of title IV of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7171 et seq.);

(C) academic support services for English learners;

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

(E) multiple pathways toward attaining a high school diploma and preparing students for postsecondary education, including—

(i) dual or concurrent enrollment programs;

(ii) early college high schools;

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

(iv) dropout recovery strategies, including strategies that award credit based on student performance instead of instructional time; and

(v) other activities that combine rigorous coursework, personalized learning environments, practical applications, and comprehensive support services; and

(F) summer enrichment and learning experiences;

(5) health services, including—

(A) primary health care;

(B) dental care;

(C) vision care;

(D) speech and hearing care;

(E) mental health services;

(F) nutrition services;

(G) health education; and

(H) developmental and habilitation services;

(6) youth development, including—

(A) mentoring and other youth development programs, including programs that engage older adults;

(B) recreation and physical education;

(C) service learning, civic education, leadership development, entrepreneurship, and community service opportunities;

(D) job training, career counseling, and internship opportunities;

(E) career and technical education;

(F) college preparation and counseling services;

(G) positive behavioral interventions and supports;

(H) financial literacy and Federal financial aid awareness activities; and

(I) social and emotional learning;

(7) social services for students and families, including—

(A) family support programs, including housing assistance, counseling, financial education, crisis intervention, and related services;

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

(C) programs or efforts intended to identify young people without a high school diploma and reengage the young people in school so that the young people may attain a high school diploma;

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

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

(8) parent and adult education programs, including—

(A) programs that promote family literacy, including family literacy programs for English learners;

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

(C) translation services;

(D) adult education, including instruction in English as a second language, and job training; and

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

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

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

(B) tribal youth programs;

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

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

(12) training, technical assistance, and professional development for school-based and community-based personnel to build capacity and skills to educate English learners;

(13) training, technical assistance, and professional development for school-based and community-

based personnel providing comprehensive services to children and youth;

(14) establishing contracts or agreements in order to work with nonprofit and other organizations to implement the requirements and allowable services under this section;

(15) reasonable program administration and planning associated with the activities required under this section, including—

(A) recruiting teachers and specialized instructional support personnel; and

(B) developing programs designed to retain and promote school-based personnel, including—

(i) mentoring programs;

(ii) grow your own programs; and

(iii) leadership and career advancement programs;

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

(17) other services consistent with this section.

SEC. 13. RULE OF CONSTRUCTION.

Nothing in this Act shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school or local educational agency employees under Fed-

eral, State, or local laws (including applicable regulations or court orders) or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements between such employees and their employers.

SEC. 14. ACCOUNTABILITY AND TRANSPARENCY.

(a) FEDERAL ACCOUNTABILITY AND TRANSPARENCY.—

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

(A) the collective progress made by—

(i) States receiving an allotment under section 7 in achieving the evidence-based annual goals established within the State results frameworks described in section 8(b)(1); or

(ii) local consortia receiving grants under section 6 in achieving the evidence-based annual goals established within the local results frameworks pursuant to section 11(b)(2)(A);

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

(i) the characteristics of the children and youth and families served by the activities and services assisted under this Act;

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

(iii) outcomes resulting from the activities and services funded under this Act;

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

(D) other information the Secretary determines to be of interest to the public.

(2) CORRECTION OF DEFICIENCIES.—If the Secretary determines, based on a review of annual reports, strategies, data submissions, evaluations, or other documentation, that a State receiving an allotment under section 7 or a local consortium receiving a grant under section 6 makes insufficient progress toward achieving the evidence-based annual goals established within the applicable results framework 3 years after receiving an allotment or grant, or is misusing such funds, ineffectively using such funds, or otherwise not complying with the requirements of this Act, the Secretary shall—

(A) notify the recipient of the deficiencies that require correction and request that the recipient submit a plan to correct the deficiencies not later than 6 months after such notice is received;

(B) negotiate a plan to correct the deficiencies, and provide appropriate training or technical assistance designed to assist the recipient in complying with the requirements of this Act; and

(C) in the case that the recipient fails to submit or negotiate a plan to correct the deficiencies or fails to make substantial efforts, not later than 6 months after the date of the notification described in subparagraph (A), to correct the deficiencies and comply with the requirements of this Act—

(i) terminate the provision of funds under this Act to the recipient for the remainder of the period of the allotment or grant; and

(ii) redistribute the terminated allotment in the manner described in section 7(a)(5).

(3) INDEPENDENT ONGOING EVALUATION.—

(A) IN GENERAL.—The Secretary shall carry out an ongoing evaluation of the activities conducted under this Act and shall submit the evaluation results to Congress and the public by not later than 1 year after an allotment described in section 7(b)(2) is awarded or a grant under section 6 is awarded.

(B) RIGOROUS AND INDEPENDENT EVALUATION.—The Secretary shall enter into a contract with an entity independent of the Department of Education to carry out the evaluation required under this paragraph. To the extent the Secretary determines feasible, the evaluation shall include large-scale, longitudinal, randomized studies to identify the most effective combinations of academic and nonacademic interventions, including interventions administered by community-based organizations, to achieve improvements in academic and other outcomes for students.

(C) EVALUATION OUTCOMES.—

(i) IN GENERAL.—The evaluation required under this paragraph shall measure the process of developing and implementing effective partnerships among

schools, local educational agencies, families, students, and community partners, as well as the impact of activities conducted under this Act, which may include impacts on the following outcomes:

(I) Student achievement as measured by assessment data, classroom grades, and other means of measuring student performance.

(II) Graduation rates.

(III) School readiness.

(IV) Reduced numbers of detentions, suspensions, and expulsions and the use of seclusion and physical restraint.

(V) Enrollment in postsecondary education and vocational training.

(VI) Job readiness, including readiness for military service.

(VII) The degree of communication between schools and families.

(VIII) The degree of parent and caregiver participation in school activities.

(IX) Student health, including mental health and risk factors at birth.

(X) Student civic participation.

(XI) Attendance.

(XII) The number of students and families receiving services.

(XIII) Other outcome areas as determined by the Secretary in consultation with State educational agencies, local educational agencies, teacher organizations, secondary students, and nonprofit organizations providing services to children and youth.

(ii) DISAGGREGATION.—The outcomes described in clause (i) shall be disaggregated by all subgroups identified in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(2)(B)(xi)), and family income.

(b) STATE ACCOUNTABILITY AND TRANSPARENCY.—

(1) ANNUAL REPORT.—On an annual basis, each State receiving an allotment under section 7 and each local consortium receiving a grant under

section 6 shall report to the public and the Secretary such information as the Secretary may reasonably require, including—

(A) progress made toward achieving—

(i) in the case of a State, the evidence-based annual goals established within the State results framework pursuant to section 8(b)(1) disaggregated in the same manner as information is disaggregated under subsection (a)(3)(C)(ii); and

(ii) in the case of a local consortium, the evidence-based annual goals established within the local results frameworks pursuant to section 11(b)(2)(A);

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

(i) the characteristics of children, youth, and families served by the activities and services assisted under this Act;

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

(iii) outcomes resulting from the activities and services funded under this Act;

(C) information on Federal and State barriers to effective State and local coordination;

(D) in the case of State recipients, the extent of coordination between State departments and agencies providing children and youth services in place to achieve the evidence-based annual goals within the State results framework pursuant to section 8(b)(1);

(E) in the case of State recipients, the extent to which the objectives and budgets of State departments and agencies providing child and youth services were consistent with the recommendations of the State strategy for the preceding year;

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

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

(H) other information the State or local consortium determines to be of interest to the public.

(2) CORRECTION OF DEFICIENCIES.—If a State receiving an allotment under section 7 determines,

based on a review of annual reports submitted in accordance with subsection (c), data submissions, evaluations, or other documentation, that a local consortium that receives funds through a subgrant made under this Act makes insufficient progress toward achieving the evidence-based annual goals established within the local results framework pursuant to section 11(b)(2)(A) 3 years after receiving a subgrant under section 7(b)(2), or is misusing the subgrant, ineffectively using the subgrant, or otherwise not complying with the requirements of this Act, the State shall—

(A) notify the local consortium of the deficiencies that require correction and request that the local consortium submit a plan to correct the deficiencies not later than 6 months after such notice is received by the local consortium;

(B) negotiate a plan to correct the deficiencies, and provide appropriate training or technical assistance designed to assist the local consortium in complying with the requirements of this Act and make progress in achieving the evidence-based annual goals established within the local results framework pursuant to section 11(b)(2)(A); and

(C) in the case that the local consortium fails to submit or negotiate a plan to correct the deficiencies or fails to make substantial efforts, not later than 6 months after the date of the notification described in subparagraph (A), to correct the deficiencies and comply with the requirements of this Act, the State shall terminate the provision of funds under this Act to the local consortium for the remainder of the period of the subgrant and redistribute the terminated funding in a manner determined by the State to be in the best interests of the children and youth in such State in accordance with this Act.

(c) LOCAL ACCOUNTABILITY AND TRANSPARENCY.—On an annual basis, each local consortium receiving a subgrant under section 7(b)(2) shall report to the public and submit to the State a report containing such information as the State may reasonably require, including—

(1) progress made toward achieving the evidence-based annual goals established within the local results framework pursuant to section 11(b)(2)(A) disaggregated in the same manner as information is disaggregated under subsection (a)(3)(C)(ii);

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

(A) the characteristics of the children and youth and families served by the activities and services assisted under this Act;

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

(C) the capacity building efforts provided under this Act, including the types of professional development provided to staff of the local educational agency in the local consortia; and

(D) outcomes resulting from the activities and services funded under this Act, in accordance with the State's evidence-based annual goals developed pursuant to section 8(b)(1);

(3) information on State barriers to effective local coordination of private and public services;

(4) the extent of coordination between local agencies and organizations providing services to achieve the evidence-based annual goals within the local results framework pursuant to section 11(b)(2)(A); and

(5) other information the local consortium determines to be of interest to the public.

SEC. 15. AUTHORIZATION OF APPROPRIATIONS.

There are authorized to be appropriated to carry out this Act such sums as may be necessary for each of fiscal years 2027 through 2034.