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(Original Signature of Member)

118TH CONGRESS
2D SESSION

H. R. _____

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 HOUSE OF REPRESENTATIVES

Ms. CHU introduced the following bill; which was 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.

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

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

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

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

Sec. 1. Short title; table of contents.
Sec. 2. Findings.
Sec. 3. Purposes.
Sec. 4. Definitions.
Sec. 5. 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.

3 **SEC. 2. FINDINGS.**

4 Congress finds the following:

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

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

14 (A) Chicago public schools lead one of the
15 Nation's largest community school initiatives
16 and found that students in grades 9 through 12
17 who attend a community school have 61 percent
18 fewer school-day absences than their non-com-

1 community school counterparts. When compared to
2 non-community school counterparts—

3 (i) students in grades 9 through 12
4 were found to have more positive edu-
5 cational experiences;

6 (ii) students in grades 4 through 8
7 had higher emotional health scores on the
8 survey; and

9 (iii) students in kindergarten through
10 grade 3 had 53 percent fewer suspensions
11 and 55 percent fewer incidents of mis-
12 conduct.

13 (B) In a 7-year study of 200 Chicago pub-
14 lic schools, sociologist Anthony Bryk found that
15 in schools where grassroots organizations forge
16 strong connections with nearby schools, trust
17 levels and parent involvement are greater.

18 (C) United Way of Salt Lake's Promise
19 Partnership, an initiative across multiple school
20 districts in the Salt Lake, Utah area, has
21 helped increase student achievement and grad-
22 uation rates. Since the program's launch in
23 2014, 5 out of the 8 targeted indicators have
24 improved. Kindergarten readiness in numeracy
25 increased by 3 percent, 8th grade math pro-

1 iciency improved by 8 percent, high school
2 graduation rose by 5 percent, postsecondary
3 readiness grew by 4 percent, and postsecondary
4 completion increased by 5 percent. To overcome
5 pandemic-related learning loss in literacy,
6 Promise Partnership school Mill Creek Elemen-
7 tary collaborated with 80 volunteers from orga-
8 nizations including Goldman Sachs and Domin-
9 ion Energy to offer tutoring support through
10 the iReady program. By the end of the 2020–
11 2021 school year, the number of 3rd grade stu-
12 dents participating in the program testing at or
13 above grade level tripled.

14 (D) From 2015 to 2018, the New York
15 City Community School Initiative improved at-
16 tendance, on-time grade progression, and grad-
17 uation rates across elementary and secondary
18 students. During the same 3-year period, this
19 initiative led to a reduction in disciplinary inci-
20 dents for elementary and middle school stu-
21 dents while also improving math achievement
22 scores. Middle school students attending com-
23 munity schools scored 4.2 percentage points
24 higher on math exams compared to their peers
25 at non-community schools, and high school stu-

1 dents attending community schools earned 12
2 percent more credits per academic year than
3 students enrolled at non-community schools.

4 (E) In Wisconsin, where formal partner-
5 ships with community agencies are required for
6 grant programs, non-traditional partners have
7 proven to be instrumental for smaller commu-
8 nities to enrich after school programs. Those
9 partners have included—

- 10 (i) local trucking companies;
11 (ii) statewide nonprofit organizations,
12 such as The Grange;
13 (iii) Farm Bureau;
14 (iv) small retailers; and
15 (v) retirees.

16 (F) The Union City Public Schools school
17 district in New Jersey proves that by breaking
18 down institutional “silos” and creating deep
19 partnerships, through collaboration and munic-
20 ipal involvement, schools can be vibrant places
21 of hope despite poverty, unemployment, and
22 lack of affordable housing.

23 (G) Six family resource centers housed in
24 community schools in Redwood City, California
25 promote school readiness among children while

1 also providing parents with educational services,
2 community resources, and leadership opportuni-
3 ties. A 2017 report indicates that with the as-
4 sistance of English language proficiency sup-
5 ports, 70 percent of Redwood City community
6 school parents were able to participate in their
7 children's school meetings, attend professional
8 development programs, and engage in family-to-
9 family education and outreach. Over the course
10 of a 3-year period, students whose parents par-
11 ticipated in family engagement programs had a
12 40 percent increase in attendance and were
13 more likely to see improvement in their math
14 and English language test scores.

15 (H) By meeting the comprehensive needs
16 of students, Communities In Schools, a national
17 dropout prevention organization, found that 99
18 percent of participating students stayed in
19 school, 78 percent of participating students met
20 or made progress toward their attendance goals,
21 90 percent met or made progress toward their
22 behavior goals, and 88 percent met or made
23 progress toward their academic improvement
24 goals.

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

11 (4) Approximately 86 percent of 9th graders
12 graduate from high school within 4 years. Of stu-
13 dents who graduate from high school, 63 percent en-
14 roll in a 2- or 4-year college in the fall after com-
15 pleting high school. Only about half (64 percent) of
16 first-time, full-time college freshmen seeking a 4-
17 year degree receive a bachelor’s degree within 6
18 years or less.

19 (5) Over the past 4 decades, the United States
20 has slipped from being first in the world in high
21 school and college graduation rates to 21st and
22 14th, respectively, putting the Nation at a growing
23 competitive disadvantage with other countries.

24 (6) The 2022 National Assessment of Edu-
25 cational Progress Long-Term Trend Assessment re-

1 sults indicate that between 2020 and 2022, students
2 experienced a 5-percent drop in reading scores, the
3 largest drop since 1990, and a 7 percent decrease,
4 the first ever drop, in math scores. Black student
5 scores in math fell by 13 percent as compared to a
6 5 percent decrease by their White peers, thus ex-
7 panding the achievement gap from 25 percentage
8 points to 33 percentage points in just 2 years.

9 (7) In a study conducted by Hanover Research,
10 data showed that quality partnerships between
11 schools and their communities can result in im-
12 proved attendance, motivation, conduct, and aca-
13 demic achievement. Community-level strategies like
14 focusing on parental involvement, community build-
15 ing, and cultural competence were shown to con-
16 tribute to decreases in the achievement gap between
17 lower- and upper-income students.

18 (8) Research from the Government Account-
19 ability Office found that students who change
20 schools less frequently are more likely to perform at
21 grade level and less likely to repeat a grade than
22 their less stable peers.

23 (9) In research studies in psychology, health,
24 and education by Teachers College, Columbia Uni-
25 versity, school “connectedness” is identified as im-

1 portant to student learning, achievement, and well-
2 being. When students feel a sense of connection with
3 the larger world and community institutions, they
4 are more engaged in instructional activities and ex-
5 press greater commitment to school.

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

13 (11) In order for the United States to compete
14 in a global economy, the co-partnering efforts of gov-
15 ernment, social services, businesses, arts organiza-
16 tions, families, community-based organizations, and
17 philanthropy need to concentrate their efforts where
18 they are most needed: in our schools.

19 (12) Research from Johns Hopkins University
20 has shown that access to summer learning opportu-
21 nities leads to significant student learning gains not
22 experienced by students who cannot access summer
23 learning opportunities.

24 (13) Research from the Community School
25 Partnership found that community schools see a re-

1 turn of \$7.11 for every dollar of investment in com-
2 munity schools coordinators.

3 (14) A 2017 report from the Learning Policy
4 Institute found that teacher retention has a direct
5 impact on student learning and academic perform-
6 ance. Implementing strategies such as teacher resi-
7 dency programs, high-quality mentoring, grow your
8 own models, and principal training and State leader-
9 ship academies can lead to higher rates of educator
10 retention and career satisfaction. For example, Cali-
11 fornia's Paraprofessional Teacher Training Program
12 has prepared more than 2,200 paraprofessionals to
13 become fully certified teachers, with 92 percent of
14 graduates obtaining teaching positions in California
15 public schools.

16 (15) According to the National Center for Edu-
17 cation Statistics, 44 percent of public schools re-
18 ported having at least 1 full-time or part-time va-
19 cant teaching position in the spring of 2022. Of
20 those schools with reported unfilled teaching posi-
21 tions, 51 percent cited resignation as the leading
22 cause of vacancies.

23 **SEC. 3. PURPOSES.**

24 The purposes of this Act are to—

25 (1) create engaging learning experiences that—

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

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

9 (2) ensure the academic, physical, social, emo-
10 tional, health, mental health, and civic development
11 of disadvantaged children and youth and thereby
12 strengthen their families and communities;

13 (3) engage and support parents, caregivers, and
14 families in their role as first educators of their chil-
15 dren;

16 (4) promote community and family engagement
17 in education;

18 (5) leverage and integrate the human and fi-
19 nancial assets of local communities, schools, State
20 governments, the Federal Government, and the nat-
21 ural assets of communities—

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

24 (B) for sustained civic capacity;

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

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

8 (8) address learning loss as a result of the
9 COVID–19 pandemic and reduce chronic absentee-
10 ism.

11 **SEC. 4. DEFINITIONS.**

12 In this Act:

13 (1) CHILD WITH A DISABILITY.—The term
14 “child with a disability” has the meaning given the
15 term in section 602 of the Individuals with Disabil-
16 ities Education Act (20 U.S.C. 1401).

17 (2) CHRONICALLY ABSENT.—The term “chron-
18 ically absent”, when used with respect to a student,
19 means a student who misses not less than 10 per-
20 cent, or not less than 20 days, of school days in an
21 academic year.

22 (3) COMMUNITY-BASED, INTEGRATED STUDENT
23 SERVICES.—The term “community-based, integrated
24 student services” means interventions, coordinated
25 through a primary point of contact, that improve

1 student achievement by connecting community re-
2 sources with the academic and social service needs
3 of students.

4 (4) COMMUNITY ENGAGEMENT IN EDU-
5 CATION.—The term “community engagement in edu-
6 cation”—

7 (A) means systematic efforts to involve, en-
8 gage, and collaborate with parents, community
9 residents, members of school communities, com-
10 munity partners, and other stakeholders in ex-
11 ploring the needs of their students and schools,
12 developing plans to address those needs, and
13 working together to address those needs; and

14 (B) includes an intentional, ongoing proc-
15 ess to develop a welcoming school and school
16 system, mobilize the community’s assets to sup-
17 port student achievement and growth, engage
18 those individuals and stakeholders who tradi-
19 tionally have not participated in the school or
20 school system, improve working relationships,
21 and deepen the commitment to student success.

22 (5) DIGITAL LEARNING.—The term “digital
23 learning”—

1 (A) means instructional practices that ef-
2 fectively use technology to strengthen the stu-
3 dent learning experience; and

4 (B) may include online and formative as-
5 sessments, instructional resources, online con-
6 tent and courses, applications of technology in
7 the classroom and school building, adaptive
8 software for children with disabilities, learning
9 platforms, and online professional communities
10 of practice.

11 (6) DUAL OR CONCURRENT ENROLLMENT PRO-
12 GRAM.—The term “dual or concurrent enrollment
13 program” has the meaning given the term in section
14 8101 of the Elementary and Secondary Education
15 Act of 1965 (20 U.S.C. 7801).

16 (7) ENGLISH LEARNER.—The term “English
17 learner” has the meaning given the term in section
18 8101 of the Elementary and Secondary Education
19 Act of 1965 (20 U.S.C. 7801).

20 (8) EVIDENCE-BASED.—The term “evidence-
21 based”, when used with respect to a goal or service,
22 means a goal or service that meets an evidence level
23 described in subclause (I), (II), or (III) of section
24 8101(21)(A)(i) of the Elementary and Secondary
25 Education Act of 1965 (20 U.S.C.

1 7801(21)(A)(i)(I), (II), and (III)) or section
2 8101(21)(A)(ii) of such Act.

3 (9) FAMILY ENGAGEMENT IN EDUCATION.—

4 The term “family engagement in education” means
5 a shared responsibility of families and schools for
6 student success, in which schools and community-
7 based organizations are committed to reaching out
8 to engage families in meaningful ways that—

9 (A) encourage the families to actively sup-
10 port their children’s learning and development,
11 as well as the learning and development of
12 other children; and

13 (B) are continuous from birth through
14 young adulthood and reinforce learning that
15 takes place in the home, school, and commu-
16 nity.

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

20 (A) participates in a community-based ef-
21 fort to coordinate educational, developmental,
22 family, health, and other comprehensive services
23 through community-based organizations, spe-
24 cialized instructional support personnel em-

1 ployed by the school or the local educational
2 agency, and public and private partnerships;

3 (B) provides access to such services to stu-
4 dents, families, and the community, including
5 access during the school year (including before-
6 and after-school hours), and during the sum-
7 mer;

8 (C) provides community-based, integrated
9 student services and well-designed learning op-
10 portunities that expand on rigorous community-
11 connected classroom instruction; and

12 (D) promotes a culture of belonging, safe-
13 ty, and active family and community engage-
14 ment through collaborative leadership and prac-
15 tices that result in positive academic and non-
16 academic outcomes, including improvements
17 in—

18 (i) student attendance;

19 (ii) student behavior;

20 (iii) academic achievement;

21 (iv) school readiness;

22 (v) student mental and physical
23 health;

24 (vi) high school graduation rates;

25 (vii) school climate; and

1 (viii) reduced racial and economic stu-
2 dent achievement gaps.

3 (11) LOCAL CONSORTIUM.—The term “local
4 consortium” means a consortium consisting of com-
5 munity partners that—

6 (A) shall include—

7 (i) a local educational agency; and

8 (ii) not less than one community part-
9 ner that is independent of the local edu-
10 cational agency, such as—

11 (I) a community-based organiza-
12 tion;

13 (II) a child and youth serving or-
14 ganization or agency;

15 (III) an institution of higher edu-
16 cation;

17 (IV) a nonprofit organization;

18 (V) a business;

19 (VI) a teacher organization;

20 (VII) an organization rep-
21 resenting education professionals;

22 (VIII) a local government, includ-
23 ing a government agency serving chil-
24 dren and youth, such as a child wel-
25 fare and juvenile justice agency;

1 (IX) an organization representing
2 students; or

3 (X) an organization representing
4 parents; and

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

7 (12) LOCAL EDUCATIONAL AGENCY.—The term
8 “local educational agency” has the meaning given
9 the term in section 8101 of the Elementary and Sec-
10 ondary Education Act of 1965 (20 U.S.C. 7801).

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

15 (14) SECRETARY.—The term “Secretary”
16 means the Secretary of Education.

17 (15) SPECIALIZED INSTRUCTIONAL SUPPORT
18 PERSONNEL.—The term “specialized instructional
19 support personnel” means—

20 (A) school counselors, school social work-
21 ers, and school psychologists; and

22 (B) other qualified professional personnel,
23 such as school nurses, speech language patholo-
24 gists, community school coordinators, and
25 school librarians, involved in providing assess-

1 ment, diagnosis, and counseling, and edu-
2 cational, therapeutic, and other necessary serv-
3 ices (including related services as that term is
4 defined in section 602 of the Individuals with
5 Disabilities Education Act (20 U.S.C. 1401)) as
6 part of a comprehensive program to meet stu-
7 dent needs.

8 (16) SPECIALIZED INSTRUCTIONAL SUPPORT
9 SERVICES.—The term “specialized instructional sup-
10 port services” means the services provided by spe-
11 cialized instructional support personnel.

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

15 (18) STATE EDUCATIONAL AGENCY.—The term
16 “State educational agency” has the meaning given
17 the term in section 8101 of the Elementary and Sec-
18 ondary Education Act of 1965 (20 U.S.C. 7801).

19 (19) TARGET SCHOOLS.—The term “target
20 schools” means schools that are identified by the
21 State for comprehensive support and improvement in
22 accordance with section 1111(c)(4)(D)(i) of the Ele-
23 mentary and Secondary Education Act of 1965 (20
24 U.S.C. 6311(c)(4)(D)(i)).

1 **SEC. 5. RESERVATIONS.**

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

4 (1) 2 percent for national activities, which the
5 Secretary may carry out directly or through grants
6 and contracts, such as—

7 (A) providing training and technical assist-
8 ance to local consortia and organizations
9 partnering with local consortia to carry out
10 services under this Act; or

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

13 (2) 1 percent for payments to the outlying
14 areas and the Bureau of Indian Education, to be al-
15 lotted in accordance with their respective needs for
16 assistance under this Act, as determined by the Sec-
17 retary, to enable the outlying areas and the Bureau
18 of Indian Affairs to carry out the purposes of this
19 Act.

20 **SEC. 6. DEMONSTRATION COMPETITIVE PROGRAM AU-**
21 **THORIZED.**

22 (a) IN GENERAL.—For any fiscal year for which the
23 funds appropriated under section 15 are less than
24 \$200,000,000, the Secretary shall award grants, on a
25 competitive basis, to local consortia to enable the local con-

1 sortia to develop and plan for, and to carry out, local strat-
2 egies in accordance with sections 11 and 12.

3 (b) APPLICATION.—

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

9 (2) PLANNING PERIOD.—In the case of a local
10 consortium that intends to use grant funds to de-
11 velop and plan for the implementation of such local
12 strategies (referred to as the “planning phase”), the
13 Secretary shall initially require an application that
14 includes a description of how the local consortium
15 intends to develop such local strategies. Upon com-
16 pletion of the planning phase, the Secretary shall
17 then require submission of the information described
18 in paragraph (3).

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

23 (A) demonstrates the capacity for success-
24 ful implementation of the local strategies in ac-
25 cordance with sections 11 and 12 through a his-

1 tory of successful collaboration and effective-
2 ness in strengthening outcomes for children and
3 youth; and

4 (B) proposes—

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

9 (ii) to provide a comprehensive con-
10 tinuum of services, including not less than
11 1 service from each of not less than 3 cat-
12 egories of services described in paragraphs
13 (3) through (11) of section 12(b).

14 (4) APPROVAL.—In the case of a local consor-
15 tium that has received grant funds for the planning
16 phase, that applicant shall also receive funds under
17 this section for implementation if the applicant sub-
18 mits an implementation period application described
19 in paragraph (3) that meets the requirements of this
20 section. If the Secretary determines that such re-
21 quirements have not been met, the Secretary shall
22 notify the applicant, assist the applicant in meeting
23 such requirements, and approve the implementation
24 application.

1 (5) LOW-INCOME FAMILIES.—In this sub-
2 section, the term “low-income family” means a fam-
3 ily with an income that is not more than 138 per-
4 cent of the poverty line (as defined in section 673(2)
5 of the Community Services Block Grant Act (42
6 U.S.C. 9902(2))) applicable to a family of the size
7 involved.

8 **SEC. 7. ALLOTMENTS TO STATES.**

9 (a) IN GENERAL.—For any fiscal year for which the
10 funds appropriated under section 15 are at least
11 \$200,000,000, the Secretary shall, using the funds re-
12 maining after making the reservations under section 5,
13 award to each State that has an allotment application ap-
14 proved under section 9(b) an allotment in an amount that
15 bears the same relationship to the remainder as the
16 amount the State received under subpart 2 of part A of
17 title I of the Elementary and Secondary Education Act
18 of 1965 (20 U.S.C. 6331 et seq.) for the preceding fiscal
19 year bears to the amount all such States received under
20 that subpart for the preceding fiscal year, except that no
21 State shall receive less than an amount equal to $\frac{1}{2}$ of 1
22 percent of such remainder.

23 (b) ALLOTMENT USE.—A State receiving an allot-
24 ment under subsection (a)—

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

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

9 (A) ensure the academic, physical, social,
10 emotional, and civic development of disadvan-
11 taged children and youth; and

12 (B) strengthen the families and commu-
13 nities of disadvantaged children and youth and
14 make progress towards the State's evidence-
15 based annual goals developed pursuant to sec-
16 tion 8(b)(1).

17 (c) DURATION.—The Secretary shall award an allot-
18 ment under this section for a period of 5 years and shall
19 obligate the full amount of the allotment in the first year
20 of the 5-year period.

21 (d) EXTENSION; RENEWAL.—

22 (1) EXTENSION.—In this case of a State that
23 used a portion of the allotment period for planning
24 purposes, as described in subsection (b)(1), the Sec-
25 retary may grant an extension of the allotment pe-

1 riod for an additional period of not more than 3
2 years for implementation as described in subsection
3 (b)(2).

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

7 (e) REALLOTMENT OF UNUSED FUNDS.—If a State
8 with an approved allotment application under section 9(b)
9 does not receive an allotment under this section for a fiscal
10 year, the Secretary shall reallocate the amount of the State's
11 allotment to the remaining States with an approved allot-
12 ment application under section 9(b) in accordance with
13 this section.

14 **SEC. 8. STATE CHILD AND YOUTH STRATEGY.**

15 (a) STRATEGY REQUIREMENTS.—A State strategy—

16 (1) shall be developed by the State, in consulta-
17 tion with the Governor of the State;

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

20 (3) may include other components as the State
21 determines necessary to strengthen results for chil-
22 dren and youth.

23 (b) REQUIRED COMPONENTS.—The State strategy
24 components required under subsection (a)(2) are the fol-
25 lowing:

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

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

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

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

16 (D) Families and communities are sup-
17 portive and engaged in their children's edu-
18 cation as equal partners.

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

21 (F) Students are contributing to their
22 communities.

23 (G) Students are not chronically absent.

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

4 (2) NEEDS AND ASSETS ASSESSMENT.—The
5 State strategy shall contain an assessment of the
6 needs of children and youth within the State, and of
7 assets within the State that can be mobilized, coordi-
8 nated, and integrated to achieve the State’s evi-
9 dence-based annual goals developed pursuant to
10 paragraph (1), which may include data collected by
11 the Federal Interagency Forum on Child and Family
12 Statistics. Such assessment shall identify popu-
13 lations of underserved children and youth across the
14 State, based on the State’s evidence-based annual
15 goals and aligned quantifiable indicators for such
16 goals.

17 (3) PLAN TO ACHIEVE CHILDREN AND YOUTH
18 GOALS.—The State strategy shall include a descrip-
19 tion of the State’s plan to achieve the State’s evi-
20 dence-based annual goals developed pursuant to
21 paragraph (1) for children and youth from birth
22 through the transition to adulthood, including the
23 following:

24 (A) LEVERAGE AND INTEGRATION.—A de-
25 scription of how funds received under this Act

1 will be coordinated and integrated with other
2 Federal and State funds in order to achieve the
3 State's evidence-based annual goals developed
4 pursuant to paragraph (1).

5 (B) ELIMINATION OF STATE BARRIERS TO
6 COORDINATION AND INTEGRATION.—A descrip-
7 tion of how funds received under this Act will
8 be used to identify and eliminate State barriers
9 to the coordination and integration of pro-
10 grams, initiatives, and funding streams to
11 achieve the State's evidence-based annual goals
12 developed pursuant to paragraph (1).

13 (C) COMMUNITY ENGAGEMENT IN EDU-
14 CATION.—A description of the State's plan to
15 increase community engagement in education.

16 (D) FAMILY ENGAGEMENT IN EDU-
17 CATION.—A description of the State's plan to
18 increase family engagement in education.

19 (c) EXISTING PLANS, STRATEGIES, AND ASSESS-
20 MENTS.—Existing plans, strategies, needs assessments, or
21 assets assessments may be used to satisfy the require-
22 ments of this section if such existing plans, strategies,
23 needs assessments, or assets assessments include the in-
24 formation required by this section, or can be modified to

1 do so, and are submitted to and accepted by the Secretary
2 with such modifications.

3 **SEC. 9. COORDINATING BODY; STATE ALLOTMENT APPLI-**
4 **CATIONS.**

5 (a) COORDINATING BODY.—

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

10 (A) administer funds provided under sec-
11 tion 7;

12 (B) facilitate communication between the
13 public and the coordinating body pertaining to
14 issues impacting children and youth from birth
15 through the transition to adulthood, including
16 issues pertaining to service coordination and in-
17 tegration;

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

23 (D) strengthen the capacity of State and
24 local organizations to achieve positive outcomes
25 for children and youth through training, tech-

1 nical assistance, professional development, and
2 other means;

3 (E) assist the State in developing and car-
4 rying out the State strategy described in section
5 8; and

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

8 (2) DESIGNATION OF COORDINATING BODY.—

9 The State may designate an existing agency, Chil-
10 dren’s Cabinet, P–20 Council, child and youth devel-
11 opment partnership, or other organization as the co-
12 ordinating body described in paragraph (1) if the
13 agency, cabinet, council, partnership, or organiza-
14 tion—

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

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

19 (b) STATE ALLOTMENT APPLICATIONS.—

20 (1) IN GENERAL.—Each State desiring an allot-
21 ment under section 7 shall submit to the Secretary
22 an application at such time, in such manner, and
23 containing such information as the Secretary may
24 require.

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

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

8 (i) coordinated with the State edu-
9 cational agency;

10 (ii) consulted with potential commu-
11 nity partners; and

12 (iii) allowed for the meaningful par-
13 ticipation of parents.

14 (B) SUBGRANTS TO LOCAL CONSORTIA.—A
15 description of how subgrants to local consortia
16 will be awarded pursuant to section 10, includ-
17 ing the criteria used by the State in such deter-
18 minations and how the subgrants will facilitate
19 community planning and effective service co-
20 ordination, integration, and provision at the
21 local level to achieve the evidence-based annual
22 goals developed by the State pursuant to sec-
23 tion 8(b)(1) within the context of local needs
24 and priorities. Such criteria shall include a pri-
25 ority for subgrant applications from local con-

1 sortia intending to serve target schools with the
2 greatest needs.

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

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

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

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

23 (i) coordinate with the State edu-
24 cational agency;

- 1 (ii) consult with potential community
2 partners; and
3 (iii) allow for the meaningful partici-
4 pation of parents.

5 (B) IMPLEMENTATION PHASE APPLICA-
6 TION.—The Secretary shall require an applicant
7 described in subparagraph (A) to submit the
8 State strategy described in section 8 and the
9 contents described in subparagraphs (B), (C),
10 and (D) of paragraph (2), only after that appli-
11 cant has developed the State strategy and com-
12 pleted the planning period.

13 (C) APPROVAL.—The Secretary shall ap-
14 prove the State strategy and allow the imple-
15 mentation period to proceed for such an appli-
16 cant if the State strategy and the submission
17 under subparagraph (B) meet the requirements
18 of this Act. If the Secretary determines that the
19 State strategy or such submission does not
20 meet those requirements, the Secretary shall
21 notify the applicant, assist the applicant in
22 meeting those requirements, and approve the
23 applicant for the implementation phase.

24 (4) REVISED APPLICATION.—Each State desir-
25 ing to renew an allotment under section 7 shall sub-

1 mit a revised application to the Secretary every 5
2 years based on an assessment of the activities con-
3 ducted under this Act. Such renewal application
4 shall update the State's evidence-based annual goals
5 developed pursuant to section 8(b)(1) based on such
6 assessment.

7 **SEC. 10. STATE USE OF FUNDS.**

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

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

12 (A) subgrants to local consortia under sub-
13 section (b); and

14 (B) planning grants under subsection (c);

15 (2) the State may use not more than 5 percent
16 for educator and specialized instructional support
17 personnel recruitment and retention, evaluation and
18 capacity building activities, including training, tech-
19 nical assistance, and professional development; and

20 (3) the State may use not more than 5 percent
21 for the administrative costs of carrying out respon-
22 sibilities under this Act.

23 (b) SUBGRANTS TO LOCAL CONSORTIA.—

24 (1) IN GENERAL.—

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

5 (B) RESERVATION FOR RURAL AREAS.—

6 (i) IN GENERAL.—From the total
7 amount of funds available under subpara-
8 graph (A) to award subgrants to local con-
9 sortia for a fiscal year, the State shall re-
10 serve not less than 5 percent to award sub-
11 grants to rural local consortia for such fis-
12 cal year.

13 (ii) RURAL LOCAL CONSORTIUM.—In
14 this subsection the term “rural local con-
15 sortium” means a local consortium serving
16 an area of the State that has a locale code
17 of 41, 42, or 43.

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

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

23 (B) that submit a proposal with a plan to
24 provide a comprehensive continuum of services,
25 including not less than 1 service from each of

1 not less than 3 categories of services described
2 in paragraphs (3) through (11) of section
3 12(b), and which application—

4 (i) is submitted by local consortia
5 comprised of a broad representation of
6 stakeholders and decision makers in the
7 community, including a multitude of com-
8 munity partners described in section 4(11);
9 or

10 (ii) demonstrates the capacity for suc-
11 cessful implementation through a history
12 of successful collaboration and effective-
13 ness in strengthening outcomes for chil-
14 dren and youth.

15 (c) PLANNING GRANTS.—A State that receives an al-
16 lotment under section 7 may award planning grants to
17 local consortia to enable the local consortia to develop the
18 local child and youth strategy (referred to in this Act as
19 the “local strategy”) described in section 11(b). Such
20 planning grants shall be for a duration of—

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

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

1 (d) SUPPLEMENT, NOT SUPPLANT.—A State that re-
2 ceives an allotment under this Act shall use the allotment
3 funds to supplement, not supplant, Federal and non-Fed-
4 eral funds available to carry out activities described in this
5 Act.

6 **SEC. 11. LOCAL CONSORTIUM APPLICATION; LOCAL CHILD**
7 **AND YOUTH STRATEGY.**

8 (a) LOCAL CONSORTIUM APPLICATION.—

9 (1) IN GENERAL.—A local consortium that de-
10 sires a subgrant under section 10(b) shall submit an
11 application to the State at such time, in such man-
12 ner, and containing such information as the State
13 may require.

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

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

20 (B) the local strategy described in sub-
21 section (b);

22 (C) a description of how the local strategy
23 will be coordinated with the local educational
24 agency plan required under section 1112 of the

1 Elementary and Secondary Education Act of
2 1965 (20 U.S.C. 6312); and

3 (D) a list of schools identified by the local
4 consortium to receive comprehensive, coordi-
5 nated continuum of services and support in ac-
6 cordance with the local strategy.

7 (b) LOCAL CHILD AND YOUTH STRATEGY.—

8 (1) IN GENERAL.—The local strategy—

9 (A) shall be developed by the local consor-
10 tium;

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

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

17 (2) COMPONENTS.—The local strategy compo-
18 nents required under paragraph (1)(B) are the fol-
19 lowing:

20 (A) LOCAL RESULTS FRAMEWORK.—Com-
21 prehensive, evidence-based annual goals and
22 aligned quantifiable indicators for the goals,
23 with respect to youth, particularly disadvan-
24 tagged children and youth, that shall serve as
25 targets for the year with respect to which the

1 local strategy applies. Such evidence-based an-
2 nual goals shall include the following goals:

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

5 (ii) Students are engaged and achiev-
6 ing in school.

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

10 (iv) Families are supportive and en-
11 gaged in their children's education.

12 (v) Students are ready for postsec-
13 ondary education and 21st-century careers.

14 (vi) Students are contributing to their
15 communities.

16 (vii) Students are not chronically ab-
17 sent.

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

21 (B) ASSETS ASSESSMENT.—An assessment
22 of potential resources, services, and opportuni-
23 ties available within or near the community and
24 schools identified by the local consortium to re-
25 ceive support through a subgrant under section

1 10(b) that children and youth, their families,
2 and resources in the community may be able to
3 access in order to meet the needs identified
4 under subparagraph (C), to help achieve the
5 evidence-based annual goals and aligned quan-
6 tifiable indicators for such goals under subpara-
7 graph (A), and to support students to achieve
8 the challenging State academic standards (de-
9 scribed in section 1111 of the Elementary and
10 Secondary Education Act of 1965 (20 U.S.C.
11 6311)), including the variety of services that
12 can be integrated—

13 (i) into a community school site; and
14 (ii) through the presence of special-
15 ized instructional support personnel and
16 local educational agency liaisons for home-
17 less children and youth designated pursu-
18 ant to section 722(g)(1)(J)(ii) of the
19 McKinney-Vento Homeless Assistance Act
20 (42 U.S.C. 11432(g)(1)(J)(ii)).

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

1 (i) includes input from students, par-
2 ents, and community members, including
3 input from such individuals connected to
4 schools identified by the local consortium
5 to receive support through a subgrant
6 under section 10(b);

7 (ii) identifies populations of under-
8 served children and youth, based on the
9 State's evidence-based annual goals and
10 aligned quantifiable indicators for such
11 goals developed pursuant to section
12 8(b)(1);

13 (iii) assesses the academic, physical,
14 social, emotional, health, mental health,
15 and civic needs of students and their fami-
16 lies enrolled in schools identified by the
17 local consortium to receive support through
18 a subgrant under section 10(b); and

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

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

1 achieve the evidence-based annual goals and
2 aligned quantifiable indicators for such goals
3 developed pursuant to subparagraph (A), in-
4 cluding—

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

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

19 (E) COMMUNITY ENGAGEMENT IN EDU-
20 CATION.—A plan to increase community en-
21 gagement in education.

22 (F) FAMILY ENGAGEMENT IN EDU-
23 CATION.—A plan to increase family engagement
24 in education.

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

10 **SEC. 12. LOCAL USE OF FUNDS.**

11 (a) MANDATORY USE OF FUNDS.—A local consor-
12 tium that receives a subgrant under section 10(b) or a
13 grant under section 6 shall use the subgrant or grant
14 funds—

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

18 (2) to implement the comprehensive, coordi-
19 nated continuum of services described in paragraph
20 (1) through evidence-based services producing quan-
21 tifiable results that align with the local results
22 framework described in section 11(b)(2)(A);

23 (3) to address the needs identified in the needs
24 assessment carried out pursuant to section
25 11(b)(2)(C) by leveraging the assets identified in the

1 assets assessment carried out pursuant to section
2 11(b)(2)(B); and

3 (4) if applicable, to coordinate efforts with the
4 teachers, school leaders, paraprofessionals, and spe-
5 cialized instructional support personnel serving local
6 educational agencies participating in the local con-
7 sortium, and promote capacity building activities
8 with the local educational agency.

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

16 (1) community-based, integrated student serv-
17 ices;

18 (2) full service community schools;

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

21 (A) early childhood education;

22 (B) programs under the Head Start Act
23 (42 U.S.C. 9831 et seq.), including Early Head
24 Start programs;

25 (C) early reading first programs;

- 1 (D) child care services;
- 2 (E) early childhood-school transition serv-
- 3 ices;
- 4 (F) home visiting;
- 5 (G) parenting education; and
- 6 (H) services for children with disabilities;
- 7 (4) academic support services for students (in-
- 8 cluding children with disabilities), including—
- 9 (A) tutoring;
- 10 (B) extended day programs, afterschool
- 11 programs, or both such programs, which may
- 12 include services provided through 21st Century
- 13 Community Learning Centers under part B of
- 14 title IV of the Elementary and Secondary Edu-
- 15 cation Act of 1965 (20 U.S.C. 7171 et seq.);
- 16 (C) academic support services for English
- 17 learners;
- 18 (D) programs for students and parents to
- 19 learn together, including opportunities in such
- 20 fields as technology, art, music, and language
- 21 acquisition;
- 22 (E) multiple pathways toward attaining a
- 23 high school diploma and preparing students for
- 24 postsecondary education, including—

- 1 (i) dual or concurrent enrollment pro-
- 2 grams;
- 3 (ii) early college high schools;
- 4 (iii) strategies for preventing at-risk
- 5 youth from dropping out of high school;
- 6 (iv) dropout recovery strategies, in-
- 7 cluding strategies that award credit based
- 8 on student performance instead of instruc-
- 9 tional time; and
- 10 (v) other activities that combine rig-
- 11 orous coursework, personalized learning
- 12 environments, practical applications, and
- 13 comprehensive support services; and
- 14 (F) summer enrichment and learning expe-
- 15 riences;
- 16 (5) health services, including—
- 17 (A) primary health care;
- 18 (B) dental care;
- 19 (C) vision care;
- 20 (D) speech and hearing care;
- 21 (E) mental health services;
- 22 (F) nutrition services;
- 23 (G) health education; and
- 24 (H) developmental and habilitation serv-
- 25 ices;

1 (6) youth development, including—

2 (A) mentoring and other youth develop-
3 ment programs, including programs that engage
4 older adults;

5 (B) recreation and physical education;

6 (C) service learning, civic education, lead-
7 ership development, entrepreneurship, and com-
8 munity service opportunities;

9 (D) job training, career counseling, and in-
10 ternship opportunities;

11 (E) career and technical education;

12 (F) college preparation and counseling
13 services;

14 (G) positive behavioral interventions and
15 supports;

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

18 (I) social and emotional learning;

19 (7) social services for students and families, in-
20 cluding—

21 (A) family support programs, including
22 housing assistance, counseling, financial edu-
23 cation, crisis intervention, and related services;

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

4 (C) programs or efforts intended to iden-
5 tify young people without a high school diploma
6 and reengage the young people in school so that
7 the young people may attain a high school di-
8 ploma;

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

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

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

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

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

22 (C) translation services;

23 (D) adult education, including instruction
24 in English as a second language, and job train-
25 ing; and

- 1 (E) citizenship preparation for individuals
2 choosing to become United States citizens;
- 3 (9) juvenile crime prevention and rehabilitation
4 programs, including—
- 5 (A) youth courts, teen courts, peer juries,
6 and drug courts; and
- 7 (B) tribal youth programs;
- 8 (10) specialized instructional support services,
9 including specialized instructional support personnel;
- 10 (11) service coordination staffing that ensures
11 young people receive comprehensive services to meet
12 the holistic needs of the young people;
- 13 (12) training, technical assistance, and profes-
14 sional development for school-based and community-
15 based personnel to build capacity and skills to edu-
16 cate English learners;
- 17 (13) training, technical assistance, and profes-
18 sional development for school-based and community-
19 based personnel providing comprehensive services to
20 children and youth;
- 21 (14) establishing contracts or agreements in
22 order to work with nonprofit and other organizations
23 to implement the requirements and allowable serv-
24 ices under this section;

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

4 (A) recruiting teachers and specialized in-
5 structional support personnel; and

6 (B) developing programs designed to retain
7 and promote school-based personnel, includ-
8 ing—

9 (i) mentoring programs;

10 (ii) grow your own programs; and

11 (iii) leadership and career advance-
12 ment programs;

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

14 and

15 (17) other services consistent with this section.

16 **SEC. 13. RULE OF CONSTRUCTION.**

17 Nothing in this Act shall be construed to alter or oth-
18 erwise affect the rights, remedies, and procedures afforded
19 school or local educational agency employees under Fed-
20 eral, State, or local laws (including applicable regulations
21 or court orders) or under the terms of collective bar-
22 gaining agreements, memoranda of understanding, or
23 other agreements between such employees and their em-
24 ployers.

1 **SEC. 14. ACCOUNTABILITY AND TRANSPARENCY.**

2 (a) FEDERAL ACCOUNTABILITY AND TRANS-
3 PARENCY.—

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

7 (A) the collective progress made by—

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

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

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

21 (i) the characteristics of the children
22 and youth and families served by the ac-
23 tivities and services assisted under this
24 Act;

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

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

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

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

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

20 (A) notify the recipient of the deficiencies
21 that require correction and request that the re-
22 cipient submit a plan to correct the deficiencies
23 not later than 6 months after such notice is re-
24 ceived;

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

6 (C) in the case that the recipient fails to
7 submit or negotiate a plan to correct the defi-
8 ciencies or fails to make substantial efforts, not
9 later than 6 months after the date of the notifi-
10 cation described in subparagraph (A), to correct
11 the deficiencies and comply with the require-
12 ments of this Act—

13 (i) terminate the provision of funds
14 under this Act to the recipient for the re-
15 mainder of the period of the allotment or
16 grant; and

17 (ii) redistribute the terminated allot-
18 ment in the manner described in section
19 7(a)(5).

20 (3) INDEPENDENT ONGOING EVALUATION.—

21 (A) IN GENERAL.—The Secretary shall
22 carry out an ongoing evaluation of the activities
23 conducted under this Act and shall submit the
24 evaluation results to Congress and the public by
25 not later than 1 year after an allotment de-

1 scribed in section 7(b)(2) is awarded or a grant
2 under section 6 is awarded.

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

16 (C) EVALUATION OUTCOMES.—

17 (i) IN GENERAL.—The evaluation re-
18 quired under this paragraph shall measure
19 the process of developing and imple-
20 menting effective partnerships among
21 schools, local educational agencies, fami-
22 lies, students, and community partners, as
23 well as the impact of activities conducted
24 under this Act, which may include impacts
25 on the following outcomes:

1 (I) Student achievement as meas-
2 ured by assessment data, classroom
3 grades, and other means of measuring
4 student performance.

5 (II) Graduation rates.

6 (III) School readiness.

7 (IV) Reduced numbers of deten-
8 tions, suspensions, and expulsions and
9 the use of seclusion and physical re-
10 straint.

11 (V) Enrollment in postsecondary
12 education and vocational training.

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

15 (VII) The degree of communica-
16 tion between schools and families.

17 (VIII) The degree of parent and
18 caregiver participation in school ac-
19 tivities.

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

23 (X) Student civic participation.

24 (XI) Attendance.

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

3 (XIII) Other outcome areas as
4 determined by the Secretary in con-
5 sultation with State educational agen-
6 cies, local educational agencies, teach-
7 er organizations, secondary students,
8 and nonprofit organizations providing
9 services to children and youth.

10 (ii) DISAGGREGATION.—The outcomes
11 described in clause (i) shall be
12 disaggregated by all subgroups identified
13 in section 1111(b)(2)(B)(xi) of the Ele-
14 mentary and Secondary Education Act of
15 1965 (20 U.S.C. 6311(b)(2)(B)(xi)), and
16 family income.

17 (b) STATE ACCOUNTABILITY AND TRANSPARENCY.—

18 (1) ANNUAL REPORT.—On an annual basis,
19 each State receiving an allotment under section 7
20 and each local consortium receiving a grant under
21 section 6 shall report to the public and the Secretary
22 such information as the Secretary may reasonably
23 require, including—

24 (A) progress made toward achieving—

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

7 (ii) in the case of a local consortium,
8 the evidence-based annual goals established
9 within the local results frameworks pursu-
10 ant to section 11(b)(2)(A);

11 (B) how funds under this Act were used by
12 States or local consortia, as applicable, to im-
13 prove the lives of children, youth, and families,
14 including—

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

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

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

22 (C) information on Federal and State bar-
23 riers to effective State and local coordination;

24 (D) in the case of State recipients, the ex-
25 tent of coordination between State departments

1 and agencies providing children and youth serv-
2 ices in place to achieve the evidence-based an-
3 nual goals within the State results framework
4 pursuant to section 8(b)(1);

5 (E) in the case of State recipients, the ex-
6 tent to which the objectives and budgets of
7 State departments and agencies providing child
8 and youth services were consistent with the rec-
9 ommendations of the State strategy for the pre-
10 ceding year;

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

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

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

20 (2) CORRECTION OF DEFICIENCIES.—If a State
21 receiving an allotment under section 7 determines,
22 based on a review of annual reports submitted in ac-
23 cordance with subsection (c), data submissions, eval-
24 uations, or other documentation, that a local consor-
25 tium that receives funds through a subgrant made

1 under this Act makes insufficient progress toward
2 achieving the evidence-based annual goals estab-
3 lished within the local results framework pursuant to
4 section 11(b)(2)(A) 3 years after receiving a
5 subgrant under section 7(b)(2), or is misusing the
6 subgrant, ineffectively using the subgrant, or other-
7 wise not complying with the requirements of this
8 Act, the State shall—

9 (A) notify the local consortium of the defi-
10 ciencies that require correction and request that
11 the local consortium submit a plan to correct
12 the deficiencies not later than 6 months after
13 such notice is received by the local consortium;

14 (B) negotiate a plan to correct the defi-
15 ciencies, and provide appropriate training or
16 technical assistance designed to assist the local
17 consortium in complying with the requirements
18 of this Act and make progress in achieving the
19 evidence-based annual goals established within
20 the local results framework pursuant to section
21 11(b)(2)(A); and

22 (C) in the case that the local consortium
23 fails to submit or negotiate a plan to correct
24 the deficiencies or fails to make substantial ef-
25 forts, not later than 6 months after the date of

1 the notification described in subparagraph (A),
2 to correct the deficiencies and comply with the
3 requirements of this Act, the State shall termi-
4 nate the provision of funds under this Act to
5 the local consortium for the remainder of the
6 period of the subgrant and redistribute the ter-
7 minated funding in a manner determined by the
8 State to be in the best interests of the children
9 and youth in such State in accordance with this
10 Act.

11 (c) LOCAL ACCOUNTABILITY AND TRANSPARENCY.—

12 On an annual basis, each local consortium receiving a
13 subgrant under section 7(b)(2) shall report to the public
14 and submit to the State a report containing such informa-
15 tion as the State may reasonably require, including—

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

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

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

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

6 (C) the capacity building efforts provided
7 under this Act, including the types of profes-
8 sional development provided to staff of the local
9 educational agency in the local consortia; and

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

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

16 (4) the extent of coordination between local
17 agencies and organizations providing services to
18 achieve the evidence-based annual goals within the
19 local results framework pursuant to section
20 11(b)(2)(A); and

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

1 **SEC. 15. AUTHORIZATION OF APPROPRIATIONS.**

2 There are authorized to be appropriated to carry out
3 this Act such sums as may be necessary for each of fiscal
4 years 2025 through 2032.