

117TH CONGRESS
2D SESSION

H. R. 9454

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

DECEMBER 7, 2022

Ms. CHU (for herself, Ms. NORTON, Mr. GRIJALVA, and Mr. BOWMAN) introduced the following bill; which was referred to the Committee on Education and Labor, and in addition to the Committee on Energy and Commerce, for a period to be subsequently determined by the Speaker, in each case for consideration of such provisions as fall within the jurisdiction of the committee concerned

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-

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

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

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

5 **SEC. 2. FINDINGS.**

6 Congress finds the following:

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

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

16 (A) Chicago public schools lead one of the
17 Nation’s largest community school initiatives
18 and found that students in grades 9 through 12
19 who attend a community school have 61 percent

1 fewer school-day absences than their non-com-
2 munity school counterparts. When compared to
3 non-community school counterparts—

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

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

10 (iii) students in kindergarten through
11 grade 3 had 53 percent fewer suspensions
12 and 55 percent fewer misconducts.

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 their schools, trust lev-
17 els 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, even in light of the challenges posed
25 by COVID-19. Kindergarten readiness in

1 numeracy increased by 3 percent, 8th grade
2 math proficiency improved by 8 percent, high
3 school graduation rose by 5 percent, postsec-
4 ondary readiness grew by 4 percent, and post-
5 secondary completion increased by 5 percent.
6 To overcome pandemic-related learning loss in
7 literacy, Promise Partnership school Mill Creek
8 Elementary collaborated with 80 volunteers
9 from organizations including Goldman Sachs
10 and Dominion Energy to offer tutoring support
11 through the iReady program. By the end of the
12 2020–2021 school year, the number of 3rd
13 grade students participating in the program
14 testing at or above grade level tripled.

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

1 non-community schools, and high school stu-
2 dents attending community schools earned 12
3 percent more credits per academic year than
4 students enrolled at non-community schools.

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

11 (i) local trucking companies;

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

14 (iii) Farm Bureau;

15 (iv) small retailers; and

16 (v) retirees.

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

24 (G) Six family resource centers housed in
25 community schools in Redwood City, California

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

16 (H) By meeting the comprehensive needs
17 of students, Communities In Schools, a national
18 dropout prevention organization, found that 99
19 percent of participating students stayed in
20 school, 78 percent of participating students met
21 or made progress toward their attendance goals,
22 90 percent met or made progress toward their
23 behavior goals, and 88 percent met or made
24 progress toward their academic improvement
25 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 percent percentage points in just 2
9 years.

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

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

24 (9) In research studies in psychology, health,
25 and education by Teachers College, Columbia Uni-

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

7 (10) It has been learned from successful experi-
8 ences that hundreds of thousands of arts, cultural,
9 service, sports, college, and other youth organiza-
10 tions, as well as civic and faith-based groups, want
11 to partner with schools and educators to reinforce
12 learning, but far too often, neither the school nor
13 the community know how to effectively connect with
14 each other.

15 (11) In order for the United States to compete
16 in a global economy, the co-partnering efforts of gov-
17 ernment, social services, business, arts, home, com-
18 munity-based organizations, and philanthropy need
19 to concentrate their efforts where they are most
20 needed: in our schools.

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

1 (13) A 2011 study conducted by the RAND
2 Corporation found that students who attend summer
3 learning programs, particularly those featuring indi-
4 vidualized instruction, parental involvement, and
5 small class sizes, experience clear benefits in over-
6 coming the achievement gap between low- and
7 upper-income students.

8 (14) Research from the Community School
9 Partnership found that community schools see a re-
10 turn of \$7.11 for every dollar of investment in com-
11 munity schools coordinators.

12 (15) A 2017 report from the Learning Policy
13 Institute found that teacher retention has a direct
14 impact on student learning and academic perform-
15 ance. Implementing strategies such as teacher resi-
16 dency programs, high-quality mentoring, grow your
17 own models, principal training and State leadership
18 academies can lead to higher rates of educator re-
19 tention and career satisfaction. For example, Cali-
20 fornia’s Paraprofessional Teacher Training Program
21 has prepared more than 2,200 paraprofessionals to
22 become fully certified teachers with 92 percent of
23 graduates obtaining teaching positions in California
24 public schools.

1 (16) According to the National Center for Edu-
2 cation Statistics, 44 percent of public schools re-
3 ported having at least 1 full-time or part-time va-
4 cant teaching position in the spring of 2022. Of
5 those schools with reported unfilled teaching posi-
6 tions, 51 percent cited resignation as the leading
7 cause of vacancies.

8 **SEC. 3. PURPOSES.**

9 The purposes of this Act are—

10 (1) to create engaging learning experiences
11 that—

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

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

20 (2) to ensure the academic, physical, social,
21 emotional, health, mental health, and civic develop-
22 ment of disadvantaged children and youth and there-
23 by strengthen their families and communities;

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

4 (4) to promote community and family engage-
5 ment in education;

6 (5) to leverage and integrate the human and fi-
7 nancial assets of local communities, schools, State
8 governments, the Federal Government, and the nat-
9 ural assets of communities—

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

12 (B) for sustained civic capacity;

13 (6) to develop school improvement strategies
14 that incorporate approaches that meet the com-
15 prehensive needs of children and youth, such as full
16 service community schools, community-based, inte-
17 grated student services, and related approaches;

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

21 (8) to address learning loss as a result of the
22 COVID–19 pandemic.

23 **SEC. 4. DEFINITIONS.**

24 In this Act:

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

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

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

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

20 (A) means systematic efforts to involve, en-
21 gage, and collaborate with parents, community
22 residents, members of school communities, com-
23 munity partners, and other stakeholders in ex-
24 ploring the needs of their students and schools,

1 developing plans to address those needs, and
2 working together to address those needs; and

3 (B) includes effective community engage-
4 ment in an ongoing process to develop a wel-
5 coming school and school system, mobilize the
6 community's assets to support student achieve-
7 ment and growth, engage those individuals and
8 stakeholders who traditionally have not partici-
9 pated in the school or school system, improve
10 working relationships, and deepen the commit-
11 ment to student success.

12 (5) DIGITAL LEARNING.—The term “digital
13 learning”—

14 (A) means instructional practices that ef-
15 fectively use technology to strengthen the stu-
16 dent learning experience; and

17 (B) may include online and formative as-
18 sessments, instructional resources, online con-
19 tent and courses, applications of technology in
20 the classroom and school building, adaptive
21 software for children with disabilities, learning
22 platforms, and online professional communities
23 of practice.

24 (6) EVIDENCE-BASED.—The term “evidence-
25 based”, when used with respect to a goal or service,

1 means a goal or service that meets an evidence level
2 described in subclause (I), (II), or (III) of section
3 8101(21)(A)(i) of the Elementary and Secondary
4 Education Act of 1965 (20 U.S.C.
5 7801(21)(A)(i)(I), (II), and (III)) or section
6 8101(21)(A)(ii) of such Act.

7 (7) FAMILY ENGAGEMENT IN EDUCATION.—

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

13 (A) encourages the families to actively sup-
14 port their children’s learning and development,
15 as well as the learning and development of
16 other children; and

17 (B) is continuous from birth through
18 young adulthood and reinforces learning that
19 takes place in the home, school, and commu-
20 nity.

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

24 (A) participates in a community-based ef-
25 fort to coordinate educational, developmental,

1 family, health, and other comprehensive services
2 through community-based organizations, spe-
3 cialized instructional support personnel em-
4 ployed by the school or the local educational
5 agency, and public and private partnerships;
6 and

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

12 (9) LOCAL CONSORTIUM.—The term “local con-
13 sortium” means a consortium consisting of commu-
14 nity partners that—

15 (A) shall include—

16 (i) a local educational agency; and

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

20 (I) a community-based organiza-
21 tion;

22 (II) a child and youth serving or-
23 ganization or agency;

24 (III) an institution of higher edu-
25 cation;

1 (IV) a foundation;

2 (V) a business;

3 (VI) a teacher organization;

4 (VII) an organization rep-
5 resenting education professionals;

6 (VIII) a local government, includ-
7 ing a government agency serving chil-
8 dren and youth, such as a child wel-
9 fare and juvenile justice agency;

10 (IX) an organization representing
11 students; or

12 (X) an organization representing
13 parents; and

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

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

20 (11) OUTLYING AREA.—The term “outlying
21 area” has the meaning given the term in section
22 8101 of the Elementary and Secondary Education
23 Act of 1965 (20 U.S.C. 7801).

24 (12) SECRETARY.—The term “Secretary”
25 means the Secretary of Education.

1 (13) SPECIALIZED INSTRUCTIONAL SUPPORT
2 PERSONNEL.—The term “specialized instructional
3 support personnel” means—

4 (A) school counselors, school social work-
5 ers, and school psychologists; and

6 (B) other qualified professional personnel,
7 such as school nurses, speech language patholo-
8 gists, community school coordinators, and
9 school librarians, involved in providing assess-
10 ment, diagnosis, and counseling, and edu-
11 cational, therapeutic, and other necessary serv-
12 ices (including related services as that term is
13 defined in section 602 of the Individuals with
14 Disabilities Education Act (20 U.S.C. 1401)) as
15 part of a comprehensive program to meet stu-
16 dent needs.

17 (14) SPECIALIZED INSTRUCTIONAL SUPPORT
18 SERVICES.—The term “specialized instructional sup-
19 port services” means the services provided by spe-
20 cialized instructional support personnel.

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

24 (16) STATE EDUCATIONAL AGENCY.—The term
25 “State educational agency” has the meaning given

1 the term in section 8101 of the Elementary and Sec-
 2 ondary Education Act of 1965 (20 U.S.C. 7801).

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

9 **SEC. 5. DEMONSTRATION PROGRAM AUTHORIZED; ALLOT-**
 10 **MENT TO STATES.**

11 (a) FORMULA GRANTS AUTHORIZED.—

12 (1) IN GENERAL.—From allotments made
 13 under subsection (c), the Secretary is authorized to
 14 award grants to States having applications approved
 15 under section 8(b) to enable the States to award
 16 subgrants to local consortia to leverage and inte-
 17 grate human and financial assets at all levels in
 18 order to—

19 (A) ensure the academic, physical, social,
 20 emotional, and civic development of disadvan-
 21 taged youth; and

22 (B) strengthen the families and commu-
 23 nities of the disadvantaged youth and achieve
 24 the results developed pursuant to section
 25 7(c)(1).

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

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

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

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

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

15 (B) conducting the national evaluation
16 pursuant to section 13(a)(3); and

17 (2) not more than 1 percent for payments to
18 the outlying areas and the Bureau of Indian Affairs,
19 to be allotted in accordance with their respective
20 needs for assistance under this Act, as determined
21 by the Secretary, to enable the outlying areas and
22 the Bureau of Indian Affairs to carry out the pur-
23 poses of this Act.

24 (c) STATE ALLOTMENTS.—

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

15 (2) REALLOTMENT OF UNUSED FUNDS.—If a
 16 State does not receive an allotment under this sub-
 17 section for a fiscal year, the Secretary shall reallo-
 18 t the amount of the State's allotment to the remaining
 19 States in accordance with this section.

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

22 (a) IN GENERAL.—For any fiscal year for which the
 23 amount appropriated under section 14 is 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 carry out local strategies in accordance with sec-
2 tions 10 and 11.

3 (b) APPLICATION.—A local consortium desiring to re-
4 ceive a grant under this section shall submit an application
5 to the Secretary at such time, in such manner, and con-
6 taining such information as the Secretary may require.
7 The application shall demonstrate the capacity for suc-
8 cessful implementation of the local strategies in accord-
9 ance with sections 10 and 11 through a history of success-
10 ful collaboration and effectiveness in strengthening out-
11 comes for children and youth.

12 (c) TARGETED LOCAL CONSORTIA.—

13 (1) IN GENERAL.—The Secretary shall award a
14 grant to a local consortium under this section only
15 if the local consortium submits an application that
16 proposes—

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

20 (B) to provide a comprehensive continuum
21 of services, including not less than 1 service
22 from each of not less than 3 categories of serv-
23 ices described in paragraphs (3) through (11)
24 of section 11(b).

1 (2) 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 (d) ACCOUNTABILITY AND TRANSPARENCY.—The
 9 Secretary shall apply those provisions of section 13 that
 10 the Secretary determines applicable to local consortia re-
 11 ceiving funds under this section.

12 **SEC. 7. STATE CHILD AND YOUTH STRATEGY.**

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

17 (b) STRATEGY REQUIREMENTS.—The State strat-
 18 egy—

19 (1) shall be developed by the State educational
 20 agency in consultation with the Governor of the
 21 State;

22 (2) shall include the components described in
 23 subsection (c); and

1 (3) may include other components as the State
2 educational agency determines necessary to strength-
3 en results for children and youth.

4 (c) REQUIRED COMPONENTS.—The State strategy
5 components required under subsection (b) are the fol-
6 lowing:

7 (1) STATE RESULTS FRAMEWORK.—The State
8 strategy shall contain comprehensive, evidence-based
9 annual goals and aligned quantifiable indicators
10 demonstrating continuous improvement with respect
11 to children and youth, particularly disadvantaged
12 children and youth, that shall serve as targets for
13 each year with respect to which the State strategy
14 applies. The State’s annual goals shall include the
15 following:

16 (A) Children and youth are ready for
17 school.

18 (B) Students are engaged and achieving in
19 school.

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

22 (D) Families and communities are sup-
23 portive and engaged in their children’s edu-
24 cation as equal partners.

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

3 (F) Students are contributing to their
4 communities.

5 (G) Students are not chronically absent.

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

9 (2) NEEDS AND ASSETS ASSESSMENT.—The
10 State strategy shall contain an assessment of the
11 children and youth’s needs, and of assets within the
12 State that can be mobilized, coordinated, and inte-
13 grated to achieve the State strategy’s annual goals,
14 which may include data collected by the Federal
15 Interagency Forum on Child and Family Statistics.
16 Such needs and assets assessment shall identify pop-
17 ulations of underserved children and youth across
18 the State, based on the State’s evidence-based goals
19 and aligned quantifiable indicators for the goals.

20 (3) STATE CHILD AND YOUTH PLAN.—The
21 State strategy shall include a description of the
22 State’s plan to achieve the goals described in para-
23 graph (1) for children and youth from birth through
24 the transition to adulthood, including the following:

1 (A) LEVERAGE AND INTEGRATION.—A de-
2 scription of how funds received under this Act
3 will be coordinated and integrated with other
4 Federal and State funds in order to achieve the
5 State’s annual goals developed pursuant to
6 paragraph (1).

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

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

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

21 (d) EXISTING PLANS, STRATEGIES, AND ASSESS-
22 MENTS.—Existing plans, strategies, needs assessments, or
23 assets assessments may be used to satisfy the require-
24 ments of this section if such existing plans, strategies,
25 needs assessments, or assets assessments include the in-

1 formation required by this section, or can be modified to
2 do so, and are submitted to and accepted by the Secretary
3 with such modifications.

4 **SEC. 8. COORDINATING BODY; STATE APPLICATIONS.**

5 (a) COORDINATING BODY.—

6 (1) IN GENERAL.—In order for a State to be el-
7 igible to receive a grant under this Act, the State
8 educational agency shall designate or establish a co-
9 ordinating body for student learning and develop-
10 ment that shall—

11 (A) administer funds provided under this
12 Act;

13 (B) facilitate communication between the
14 public and the State educational agency per-
15 taining to issues impacting children and youth
16 from birth through the transition to adulthood,
17 including issues pertaining to service coordina-
18 tion and integration;

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

24 (D) strengthen the capacity of State and
25 local organizations to achieve positive outcomes

1 for children and youth through training, tech-
 2 nical assistance, professional development, and
 3 other means;

4 (E) assist the State educational agency in
 5 developing and carrying out the State strategy;
 6 and

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

9 (2) DESIGNATION OF COORDINATING BODY.—

10 The State educational agency may designate an ex-
 11 isting agency, Children’s Cabinet, P-20 Council,
 12 child and youth development partnership, or other
 13 organization as the coordinating body for student
 14 learning and development described in paragraph (1)
 15 if the agency, cabinet, council, partnership, or orga-
 16 nization—

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

19 (B) if the duties of the agency, cabinet,
 20 council, partnership, or organization can be
 21 modified to include the duties described in
 22 paragraph (1).

23 (b) STATE APPLICATION.—

24 (1) IN GENERAL.—Each State desiring a grant
 25 under this Act shall submit to the Secretary an ap-

1 plication at such time, in such manner, and con-
2 taining such information as the Secretary may re-
3 quire.

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

6 (A) STATE STRATEGY.—A description of
7 how the State will develop the State strategy,
8 including how the State will—

9 (i) coordinate with the State edu-
10 cational agency;

11 (ii) consult with potential community
12 partners; and

13 (iii) allow for the meaningful partici-
14 pation of parents.

15 (B) GRANTS TO LOCAL CONSORTIA.—A de-
16 scription of how subgrants to local consortia
17 will be awarded pursuant to section 9, including
18 the criteria used by the State in such deter-
19 minations and how the subgrants will facilitate
20 community planning and effective service co-
21 ordination, integration, and provision at the
22 local level to achieve the goals developed by the
23 State pursuant to section 7(c)(1) within the
24 context of local needs and priorities. Such cri-
25 teria shall include a priority for applications

1 from local consortia intending to serve target
2 schools with the greatest needs.

3 (C) CAPACITY BUILDING.—A description of
4 how grant funds received under this Act will be
5 used to provide professional development, train-
6 ing, and technical assistance opportunities for
7 staff for the purpose of building State and local
8 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 13(b).

13 (3) REVISED APPLICATION.—Each State desir-
14 ing to renew a grant under this Act shall submit a
15 revised application to the Secretary every 5 years
16 based on an assessment of the activities conducted
17 under this Act. Such renewal application shall up-
18 date the State’s annual goals based on such assess-
19 ment.

20 **SEC. 9. STATE USE OF FUNDS.**

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

23 (1) the State shall use not less than 93 percent
24 to award subgrants to local consortia under sub-
25 section (b);

1 (2) the State may use not less than 5 percent
 2 for educator and specialized instructional support
 3 personnel recruitment and retention, evaluation and
 4 capacity building activities, including training, tech-
 5 nical assistance, and professional development; and

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

9 (b) SUBGRANTS TO LOCAL CONSORTIA.—

10 (1) IN GENERAL.—

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

15 (B) RESERVATION FOR RURAL AREAS.—

16 (i) IN GENERAL.—From the total
 17 amount of funds available under subpara-
 18 graph (A) to award subgrants to local con-
 19 sortia for a fiscal year, the State may re-
 20 serve 5 percent to award subgrant to rural
 21 local consortia for such fiscal year.

22 (ii) RURAL LOCAL CONSORTIUM.—In
 23 this subsection the term “rural local con-
 24 sortium” means a local consortium serving

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

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

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

8 (B) that submit a proposal with a plan to
9 provide a comprehensive continuum of services,
10 including not less than 1 service from each of
11 not less than 3 categories of services described
12 in paragraphs (3) through (11) of section
13 11(b), and which application—

14 (i) is submitted by local consortia
15 comprised of a broad representation of
16 stakeholders and decision makers in the
17 community, including a multitude of com-
18 munity partners described in section 4(9);
19 or

20 (ii) demonstrates the capacity for suc-
21 cessful implementation through a history
22 of successful collaboration and effective-
23 ness in strengthening outcomes for chil-
24 dren and youth.

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

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

21 (a) LOCAL CONSORTIUM APPLICATION.—

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1 and containing such information as the State may
2 require.

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

5 (A) a description of the local consortium,
6 including which public or nonprofit entity par-
7 ticipating in the local consortium shall serve as
8 the fiscal agent for the local consortium;

9 (B) the local child and youth strategy (re-
10 ferred to in this Act as the “local strategy”) de-
11 scribed in subsection (b);

12 (C) a description of how the local strategy
13 will be coordinated with the local educational
14 agency plan required under section 1112 of the
15 Elementary and Secondary Education Act of
16 1965 (20 U.S.C. 6312); and

17 (D) a list of schools identified by the local
18 consortium to receive comprehensive, coordi-
19 nated continuum of services and support in ac-
20 cordance with the local strategy.

21 (b) LOCAL STRATEGY.—

22 (1) IN GENERAL.—The local strategy—

23 (A) shall be developed by the local consor-
24 tium;

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

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

7 (2) COMPONENTS.—The local strategy compo-
8 nents required under paragraph (1)(B) are the fol-
9 lowing:

10 (A) LOCAL RESULTS FRAMEWORK.—Com-
11 prehensive, evidence-based goals and aligned
12 quantifiable indicators for the goals, with re-
13 spect to youth, particularly disadvantaged chil-
14 dren and youth, that shall serve as targets for
15 the year with respect to which the local strategy
16 applies. The goals shall be set forth annually
17 and include the following:

- 18 (i) Children are ready for school.
- 19 (ii) Students are engaged and achiev-
20 ing in school.
- 21 (iii) Schools and neighborhoods are
22 safe and provide a positive climate for
23 learning.
- 24 (iv) Families are supportive and en-
25 gaged in their children's education.

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

3 (vi) Students are contributing to their
4 communities.

5 (vii) Students are not chronically ab-
6 sent.

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

10 (B) ASSETS ASSESSMENT.—An assessment
11 of potential resources, services, and opportuni-
12 ties available within or near the community and
13 schools identified by the local consortium to re-
14 ceive support under the subgrant that children
15 and youth, their families, and resources in the
16 community may be able to access in order to
17 meet the needs identified under subparagraph
18 (C), to help achieve the goals and indicators
19 under subparagraph (A), and to support stu-
20 dents to achieve the challenging State academic
21 standards (described in section 1111 of the Ele-
22 mentary and Secondary Education Act of 1965
23 (20 U.S.C. 6311)), including the variety of
24 services that can be integrated—

25 (i) into a community school site; and

1 (ii) through the presence of special-
2 ized instructional support personnel and
3 local educational agency liaisons for home-
4 less children and youth designated pursu-
5 ant to section 722(g)(1)(J)(ii) of the
6 McKinney-Vento Homeless Assistance Act
7 (42 U.S.C. 11432(g)(1)(J)(ii)).

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

12 (i) includes input from students, par-
13 ents, and community members, including
14 input from such individuals connected to
15 schools identified by the local consortium
16 to receive support under the subgrant;

17 (ii) identifies populations of under-
18 served children and youth, based on the
19 State’s evidence-based goals and aligned
20 quantifiable indicators for the goals;

21 (iii) assesses the academic, physical,
22 social, emotional, health, mental health,
23 and civic needs of students and their fami-
24 lies enrolled in schools identified by the

1 local consortium to receive support under
2 the subgrant; and

3 (iv) may impact students' ability to
4 meet the challenging State student aca-
5 demic achievement standards.

6 (D) SERVICE INTEGRATION AND PROVI-
7 SION.—A plan to coordinate and integrate serv-
8 ices and provide services in order to meet the
9 needs identified under subparagraph (C) and
10 achieve the results and aligned quantifiable in-
11 dicators described in subparagraph (A), includ-
12 ing—

13 (i) a description of the services admin-
14 istered by members of the local consortium
15 that are funded through grants provided
16 under the Elementary and Secondary Edu-
17 cation Act of 1965 (20 U.S.C. 6301 et
18 seq.) that will be coordinated as part of the
19 subgrant provided under section 9; and

20 (ii) if applicable, a description of the
21 coordination among services provided by
22 community-based organizations and serv-
23 ices provided by specialized instructional
24 support personnel serving local educational

1 agencies participating in the local consor-
2 tium.

3 (E) COMMUNITY ENGAGEMENT IN EDU-
4 CATION.—A plan to increase community en-
5 gagement in education.

6 (F) FAMILY ENGAGEMENT IN EDU-
7 CATION.—A plan to increase family engagement
8 in education.

9 (3) EXISTING PLANS, STRATEGIES, AND AS-
10 SESSMENTS.—Existing plans, strategies, needs as-
11 sessments, or assets assessments may be used to
12 satisfy the requirements of this section if such exist-
13 ing plans, strategies, needs assessments, or assets
14 assessments include the information required by this
15 section, or can be modified to do so, and are sub-
16 mitted to the Secretary with such modifications.

17 **SEC. 11. LOCAL USE OF FUNDS.**

18 (a) MANDATORY USE OF FUNDS.—A local consor-
19 tium that receives a subgrant under section 9 or a grant
20 under section 6 shall use the subgrant or grant funds—

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

24 (2) to implement the comprehensive, coordi-
25 nated continuum of services described in paragraph

1 (1) through evidence-based services producing quan-
2 tifiable results that align with the local results
3 framework described in section 10(b)(2)(A);

4 (3) to address the needs identified in the needs
5 assessment carried out pursuant to section
6 10(b)(2)(C) by leveraging the assets identified in the
7 assets assessment carried out pursuant to section
8 10(b)(2)(B); and

9 (4) if applicable, to coordinate efforts with the
10 teachers, school leaders, paraprofessionals, and spe-
11 cialized instructional support personnel serving local
12 educational agencies participating in the local con-
13 sortium, and promote capacity building activities
14 with the local educational agency.

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

22 (1) community-based, integrated student serv-
23 ices;

24 (2) full service community schools;

1 (3) high-quality early childhood learning and
2 development, including—

3 (A) early childhood education;

4 (B) programs under the Head Start Act
5 (42 U.S.C. 9831 et seq.), including Early Head
6 Start programs;

7 (C) early reading first programs;

8 (D) child care services;

9 (E) early childhood-school transition serv-
10 ices;

11 (F) home visiting;

12 (G) parenting education; and

13 (H) services for children with disabilities;

14 (4) academic support services for students (in-
15 cluding children with disabilities), including—

16 (A) tutoring;

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

23 (C) academic support services for English-
24 language learners;

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

5 (E) multiple pathways toward attaining a
6 high school diploma and preparing students for
7 college, including—

8 (i) dual enrollment programs;

9 (ii) early college high schools;

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

12 (iv) dropout recovery strategies, in-
13 cluding strategies that award credit based
14 on student performance instead of instruc-
15 tional time; and

16 (v) other activities that combine rig-
17 orous coursework, personalized learning
18 environments, practical applications, and
19 comprehensive support services; and

20 (F) summer enrichment and learning expe-
21 riences;

22 (5) health services, including—

23 (A) primary health care;

24 (B) dental care;

25 (C) vision care;

- 1 (D) speech and hearing care;
- 2 (E) mental health services;
- 3 (F) nutrition services;
- 4 (G) health education; and
- 5 (H) developmental and habilitation serv-
- 6 ices;
- 7 (6) youth development, including—
- 8 (A) mentoring and other youth develop-
- 9 ment programs, including programs that engage
- 10 older adults;
- 11 (B) recreation and physical education;
- 12 (C) service learning, civic education, lead-
- 13 ership development, entrepreneurship, and com-
- 14 munity service opportunities;
- 15 (D) job training, career counseling, and in-
- 16 ternship opportunities;
- 17 (E) career and technical education;
- 18 (F) college preparation and counseling
- 19 services;
- 20 (G) positive behavioral interventions and
- 21 supports;
- 22 (H) financial literacy and Federal financial
- 23 aid awareness activities; and
- 24 (I) social and emotional learning;

1 (7) social services for students and families, in-
2 cluding—

3 (A) family support programs, including
4 housing assistance, counseling, financial edu-
5 cation, crisis intervention, and related services;

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

9 (C) programs or efforts intended to iden-
10 tify young people without a high school diploma
11 and reengage the young people in school so that
12 the young people may attain a high school di-
13 ploma;

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

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

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

22 (A) programs that promote family literacy,
23 including family literacy programs for English-
24 language learners;

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

3 (C) translation services;

4 (D) adult education, including instruction
5 in English as a second language, and job train-
6 ing; and

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

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

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

13 (B) tribal youth programs;

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

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

19 (12) training, technical assistance, and profes-
20 sional development for school-based and community-
21 based personnel to build capacity and skills to edu-
22 cate English-language learners;

23 (13) training, technical assistance, and profes-
24 sional development for school-based and community-

1 based personnel providing comprehensive services to
 2 children and youth;

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

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

9 (A) recruiting teachers and specialized in-
 10 structional support personnel; and

11 (B) developing programs designed to retain
 12 and promote school-based personnel, includ-
 13 ing—

14 (i) mentoring programs;

15 (ii) grow your own programs; and

16 (iii) leadership and career advance-
 17 ment programs;

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

19 and

20 (17) other services consistent with this section.

21 **SEC. 12. CONSTRUCTION.**

22 Nothing in this Act shall be construed to alter or oth-
 23 erwise affect the rights, remedies, and procedures afforded
 24 school or school district employees under Federal, State,
 25 or local laws (including applicable regulations or court or-

1 ders) or under the terms of collective bargaining agree-
 2 ments, memoranda of understanding, or other agreements
 3 between such employees and their employers.

4 **SEC. 13. ACCOUNTABILITY AND TRANSPARENCY.**

5 (a) FEDERAL ACCOUNTABILITY AND TRANS-
 6 PARENCY.—

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

10 (A) the collective progress made by—

11 (i) States in achieving the goals estab-
 12 lished within the State results frameworks
 13 described in section 7(c)(1); and

14 (ii) communities in achieving the goals
 15 established within the local results frame-
 16 works pursuant to section 10(b)(2)(A);

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

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

24 (ii) the services and supports provided
 25 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 State an-
10 nual reports, State strategies, State data submis-
11 sions, evaluations, or other documentation, that a
12 State or entity that receives funds through a grant
13 or contract made under this Act makes insufficient
14 progress toward achieving the goals established with-
15 in the State results framework pursuant to section
16 7(c)(1) within 3 years of receiving a grant under
17 section 5(a), or is misusing, ineffectively using, or
18 otherwise not complying with the requirements of
19 this Act, the Secretary shall—

20 (A) notify the State of the deficiencies that
21 require correction and request that the State
22 submit a plan to correct the deficiencies within
23 6 months;

24 (B) negotiate a plan to correct the defi-
25 ciencies, and provide appropriate training or

1 technical assistance designed to assist the State
2 in complying with the requirements of this Act;
3 and

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

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

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

18 (3) INDEPENDENT ONGOING EVALUATION.—

19 (A) IN GENERAL.—The Secretary shall
20 carry out an ongoing evaluation of the activities
21 conducted under this Act and shall submit the
22 evaluation results to Congress and the public by
23 not later than June 30, 2023, and June 30,
24 2025.

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

14 (C) EVALUATION OUTCOMES.—

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

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

1 grades, and other means of measuring
2 student performance.

3 (II) Graduation rates.

4 (III) School readiness.

5 (IV) Numbers of detentions, sus-
6 pensions, and expulsions and the use
7 of seclusion and physical restraint.

8 (V) Enrollment in postsecondary
9 education.

10 (VI) The degree of communica-
11 tion between schools and families.

12 (VII) The degree of parental par-
13 ticipation in school activities.

14 (VIII) Student health, including
15 mental health and risk factors at
16 birth.

17 (IX) Student civic participation.

18 (X) Attendance.

19 (XI) The number of students and
20 families receiving services.

21 (XII) Other outcome areas as de-
22 termined by the Secretary in consulta-
23 tion with State educational agencies,
24 local educational agencies, teacher or-
25 ganizations, secondary students, and

1 nonprofit organizations providing
2 services to children and youth.

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

10 (b) STATE ACCOUNTABILITY AND TRANSPARENCY.—

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

15 (A) progress made toward achieving—

16 (i) the goals established within the
17 State results framework pursuant to sec-
18 tion 7(c)(1) disaggregated in the same
19 manner as information is disaggregated
20 under subsection (a)(3)(C)(ii); and

21 (ii) the goals established within the
22 local results frameworks pursuant to sec-
23 tion 10(b)(2)(A);

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

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

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

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

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

13 (D) the extent of coordination between
14 State departments and agencies providing chil-
15 dren and youth services in place to achieve the
16 goals within the State results framework pursu-
17 ant to section 7(c)(1);

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

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

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

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

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

18 (A) notify the local consortium of the defi-
19 ciencies within 6 months that require correction
20 and request that the consortium submit a plan
21 to correct the deficiencies;

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

1 of this Act and make progress in achieving the
2 goals established within the local results frame-
3 work pursuant to section 10(b)(2)(A); and

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

17 (c) LOCAL ACCOUNTABILITY AND TRANSPARENCY.—

18 On an annual basis, each local consortium shall report to
19 the public and submit to the State a report containing
20 such information as the State may reasonably require, in-
21 cluding—

22 (1) progress made toward achieving the goals
23 established within the local results framework pursu-
24 ant to section 10(b)(2)(A) disaggregated in the same

1 manner as information is disaggregated under sub-
2 section (a)(3)(C)(ii);

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

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

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

11 (C) the capacity building efforts provided
12 under this Act, including the types of profes-
13 sional development provided to staff of the local
14 educational agency in the local consortia; and

15 (D) outcomes resulting from the activities
16 and services funded under this Act, in accord-
17 ance with the State’s annual goals;

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

20 (4) the extent of coordination between local
21 agencies and organizations providing services to
22 achieve the goals within the local results framework
23 pursuant to section 10(b)(2)(A); and

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

1 **SEC. 14. 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 2023 through 2026.

○