

118TH CONGRESS  
2D SESSION

# S. 5387

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

---

## IN THE SENATE OF THE UNITED STATES

NOVEMBER 21, 2024

Mr. BOOKER introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

---

## 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-

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

(i) students in grades 9 through 12 were found to have more positive educational experiences;

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

(iii) students in kindergarten through grade 3 had 53 percent fewer suspensions and 55 percent fewer incidents of misconduct.

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

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

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

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

(i) local trucking companies;

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

(iii) Farm Bureau;

(iv) small retailers; and

(v) retirees.

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

(G) Six family resource centers housed in community schools in Redwood City, California 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           employed 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 realLOT 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

10(b) that children and youth, their families, and resources in the community may be able to access in order to meet the needs identified under subparagraph (C), to help achieve the evidence-based annual goals and aligned quantifiable indicators for such goals under subparagraph (A), and to support students to achieve the challenging State academic standards (described in section 1111 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311)), including the variety of services that can be integrated—

(i) into a community school site; and

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

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



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-based 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;

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

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

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

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

(3) INDEPENDENT ONGOING EVALUATION.—

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

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

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

(C) EVALUATION OUTCOMES.—

(i) IN GENERAL.—The evaluation required under this paragraph shall measure the process of developing and implementing effective partnerships among schools, local educational agencies, families, students, and community partners, as well as the impact of activities conducted under this Act, which may include impacts on the following outcomes:

- 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

and agencies providing children and youth services in place to achieve the evidence-based annual goals within the State results framework pursuant to section 8(b)(1);

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

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

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

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

(2) CORRECTION OF DEFICIENCIES.—If a State receiving an allotment under section 7 determines, based on a review of annual reports submitted in accordance with subsection (c), data submissions, evaluations, or other documentation, that a local consortium that receives funds through a subgrant made

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.

○