

118TH CONGRESS  
2D SESSION

# H. R. 10208

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.

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## IN THE HOUSE OF REPRESENTATIVES

NOVEMBER 21, 2024

Ms. CHU (for herself, Mr. GRIJALVA, Mr. VARGAS, and Ms. NORTON) introduced the following bill; which was referred to the Committee on Education and the Workforce, 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

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## 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. 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.

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

1 who attend a community school have 61 percent  
2 fewer school-day absences than their non-com-  
3 munity school counterparts. When compared to  
4 non-community school counterparts—

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

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

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

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

20 (C) United Way of Salt Lake’s Promise  
21 Partnership, an initiative across multiple school  
22 districts in the Salt Lake, Utah area, has  
23 helped increase student achievement and grad-  
24 uation rates. Since the program’s launch in  
25 2014, 5 out of the 8 targeted indicators have

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

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

1 higher on math exams compared to their peers  
2 at non-community schools, and high school stu-  
3 dents attending community schools earned 12  
4 percent more credits per academic year than  
5 students enrolled at non-community schools.

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

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

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

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

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

1 progress toward their academic improvement  
2 goals.

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

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

21 (5) Over the past 4 decades, the United States  
22 has slipped from being first in the world in high  
23 school and college graduation rates to 21st and  
24 14th, respectively, putting the Nation at a growing  
25 competitive disadvantage with other countries.

1           (6) The 2022 National Assessment of Edu-  
2           cational Progress Long-Term Trend Assessment re-  
3           sults indicate that between 2020 and 2022, students  
4           experienced a 5-percent drop in reading scores, the  
5           largest drop since 1990, and a 7 percent decrease,  
6           the first ever drop, in math scores. Black student  
7           scores in math fell by 13 percent as compared to a  
8           5 percent decrease by their White peers, thus ex-  
9           panding the achievement gap from 25 percentage  
10          points to 33 percentage points in just 2 years.

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

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



1           (9) In research studies in psychology, health,  
2           and education by Teachers College, Columbia Uni-  
3           versity, school “connectedness” is identified as im-  
4           portant to student learning, achievement, and well-  
5           being. When students feel a sense of connection with  
6           the larger world and community institutions, they  
7           are more engaged in instructional activities and ex-  
8           press greater commitment to school.

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

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

22          (12) Research from Johns Hopkins University  
23          has shown that access to summer learning opportu-  
24          nities leads to significant student learning gains not

1 experienced by students who cannot access summer  
2 learning opportunities.

3 (13) Research from the Community School  
4 Partnership found that community schools see a re-  
5 turn of \$7.11 for every dollar of investment in com-  
6 munity schools coordinators.

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

20 (15) According to the National Center for Edu-  
21 cation Statistics, 44 percent of public schools re-  
22 ported having at least 1 full-time or part-time va-  
23 cant teaching position in the spring of 2022. Of  
24 those schools with reported unfilled teaching posi-

1 tions, 51 percent cited resignation as the leading  
2 cause of vacancies.

3 **SEC. 3. PURPOSES.**

4 The purposes of this Act are to—

5 (1) create engaging learning experiences that—

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

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

14 (2) ensure the academic, physical, social, emo-  
15 tional, health, mental health, and civic development  
16 of disadvantaged children and youth and thereby  
17 strengthen their families and communities;

18 (3) engage and support parents, caregivers, and  
19 families in their role as first educators of their chil-  
20 dren;

21 (4) promote community and family engagement  
22 in education;

23 (5) leverage and integrate the human and fi-  
24 nancial assets of local communities, schools, State

1 governments, the Federal Government, and the nat-  
2 ural assets of communities—

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

5 (B) for sustained civic capacity;

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

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

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

16 **SEC. 4. DEFINITIONS.**

17 In this Act:

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

22 (2) **CHRONICALLY ABSENT.**—The term “chron-  
23 ically absent”, when used with respect to a student,  
24 means a student who misses not less than 10 per-

1 cent, or not less than 20 days, of school days in an  
2 academic year.

3 (3) COMMUNITY-BASED, INTEGRATED STUDENT  
4 SERVICES.—The term “community-based, integrated  
5 student services” means interventions, coordinated  
6 through a primary point of contact, that improve  
7 student achievement by connecting community re-  
8 sources with the academic and social service needs  
9 of students.

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

13 (A) means systematic efforts to involve, en-  
14 gage, and collaborate with parents, community  
15 residents, members of school communities, com-  
16 munity partners, and other stakeholders in ex-  
17 ploring the needs of their students and schools,  
18 developing plans to address those needs, and  
19 working together to address those needs; and

20 (B) includes an intentional, ongoing proc-  
21 ess to develop a welcoming school and school  
22 system, mobilize the community’s assets to sup-  
23 port student achievement and growth, engage  
24 those individuals and stakeholders who tradi-  
25 tionally have not participated in the school or

1 school system, improve working relationships,  
2 and deepen the commitment to student success.

3 (5) DIGITAL LEARNING.—The term “digital  
4 learning”—

5 (A) means instructional practices that ef-  
6 fectively use technology to strengthen the stu-  
7 dent learning experience; and

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

15 (6) DUAL OR CONCURRENT ENROLLMENT PRO-  
16 GRAM.—The term “dual or concurrent enrollment  
17 program” 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 (7) ENGLISH LEARNER.—The term “English  
21 learner” 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 (8) 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 (9) 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) encourage 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) are continuous from birth through  
18 young adulthood and reinforce learning that  
19 takes place in the home, school, and commu-  
20 nity.

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

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

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

- 21 (i) student attendance;  
22 (ii) student behavior;  
23 (iii) academic achievement;  
24 (iv) school readiness;



- 1 (v) student mental and physical  
2 health;
- 3 (vi) high school graduation rates;
- 4 (vii) school climate; and
- 5 (viii) reduced racial and economic stu-  
6 dent achievement gaps.

7 (11) LOCAL CONSORTIUM.—The term “local  
8 consortium” means a consortium consisting of com-  
9 munity partners that—

10 (A) shall include—

- 11 (i) a local educational agency; and
- 12 (ii) not less than one community part-  
13 ner that is independent of the local edu-  
14 cational agency, such as—
- 15 (I) a community-based organiza-  
16 tion;
- 17 (II) a child and youth serving or-  
18 ganization or agency;
- 19 (III) an institution of higher edu-  
20 cation;
- 21 (IV) a nonprofit organization;
- 22 (V) a business;
- 23 (VI) a teacher organization;
- 24 (VII) an organization rep-  
25 resenting education professionals;

1 (VIII) a local government, includ-  
2 ing a government agency serving chil-  
3 dren and youth, such as a child wel-  
4 fare and juvenile justice agency;

5 (IX) an organization representing  
6 students; or

7 (X) an organization representing  
8 parents; and

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

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

15 (13) OUTLYING AREA.—The term “outlying  
16 area” has the meaning given the term in section  
17 8101 of the Elementary and Secondary Education  
18 Act of 1965 (20 U.S.C. 7801).

19 (14) SECRETARY.—The term “Secretary”  
20 means the Secretary of Education.

21 (15) SPECIALIZED INSTRUCTIONAL SUPPORT  
22 PERSONNEL.—The term “specialized instructional  
23 support personnel” means—

24 (A) school counselors, school social work-  
25 ers, and school psychologists; and

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

12 (16) SPECIALIZED INSTRUCTIONAL SUPPORT  
13 SERVICES.—The term “specialized instructional sup-  
14 port services” means the services provided by spe-  
15 cialized instructional support personnel.

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

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

23 (19) TARGET SCHOOLS.—The term “target  
24 schools” means schools that are identified by the  
25 State for comprehensive support and improvement in

1 accordance with section 1111(c)(4)(D)(i) of the Ele-  
2 mentary and Secondary Education Act of 1965 (20  
3 U.S.C. 6311(c)(4)(D)(i)).

4 **SEC. 5. RESERVATIONS.**

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

7 (1) 2 percent for national activities, which the  
8 Secretary may carry out directly or through grants  
9 and contracts, such as—

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

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

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

1 **SEC. 6. DEMONSTRATION COMPETITIVE PROGRAM AU-**  
2 **THORIZED.**

3 (a) **IN GENERAL.**—For any fiscal year for which the  
4 funds appropriated under section 15 are less than  
5 \$200,000,000, the Secretary shall award grants, on a  
6 competitive basis, to local consortia to enable the local con-  
7 sortia to develop and plan for, and to carry out, local strat-  
8 egies in accordance with sections 11 and 12.

9 (b) **APPLICATION.**—

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

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

25 (3) **IMPLEMENTATION PERIOD.**—An applicant  
26 that does not intend to use grant funds for the plan-

1 ning phase, or an applicant that has completed the  
2 planning phase, shall submit an application that—

3 (A) demonstrates the capacity for success-  
4 ful implementation of the local strategies in ac-  
5 cordance with sections 11 and 12 through a his-  
6 tory of successful collaboration and effective-  
7 ness in strengthening outcomes for children and  
8 youth; and

9 (B) proposes—

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

14 (ii) to provide a comprehensive con-  
15 tinuum of services, including not less than  
16 1 service from each of not less than 3 cat-  
17 egories of services described in paragraphs  
18 (3) through (11) of section 12(b).

19 (4) APPROVAL.—In the case of a local consor-  
20 tium that has received grant funds for the planning  
21 phase, that applicant shall also receive funds under  
22 this section for implementation if the applicant sub-  
23 mits an implementation period application described  
24 in paragraph (3) that meets the requirements of this  
25 section. If the Secretary determines that such re-

1        requirements have not been met, the Secretary shall  
2        notify the applicant, assist the applicant in meeting  
3        such requirements, and approve the implementation  
4        application.

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

12 **SEC. 7. ALLOTMENTS TO STATES.**

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

1 State shall receive less than an amount equal to  $\frac{1}{2}$  of 1  
2 percent of such remainder.

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

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

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

13 (A) ensure the academic, physical, social,  
14 emotional, and civic development of disadvan-  
15 taged children and youth; and

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

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

25 (d) EXTENSION; RENEWAL.—



1           (1) EXTENSION.—In this case of a State that  
2           used a portion of the allotment period for planning  
3           purposes, as described in subsection (b)(1), the Sec-  
4           retary may grant an extension of the allotment pe-  
5           riod for an additional period of not more than 3  
6           years for implementation as described in subsection  
7           (b)(2).

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

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

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

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

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

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

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

4           (b) REQUIRED COMPONENTS.—The State strategy  
5 components required under subsection (a)(2) 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. Such evidence-based annual goals shall in-  
15 clude the following goals:

16                   (A) Children and youth have the necessary  
17 supplies to be ready for 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 needs of children and youth within the State, and of  
12 assets within the State that can be mobilized, coordi-  
13 nated, and integrated to achieve the State’s evi-  
14 dence-based annual goals developed pursuant to  
15 paragraph (1), which may include data collected by  
16 the Federal Interagency Forum on Child and Family  
17 Statistics. Such assessment shall identify popu-  
18 lations of underserved children and youth across the  
19 State, based on the State’s evidence-based annual  
20 goals and aligned quantifiable indicators for such  
21 goals.

22 (3) PLAN TO ACHIEVE CHILDREN AND YOUTH  
23 GOALS.—The State strategy shall include a descrip-  
24 tion of the State’s plan to achieve the State’s evi-  
25 dence-based annual goals developed pursuant to

1 paragraph (1) for children and youth from birth  
2 through the transition to adulthood, including the  
3 following:

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

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

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

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

24 (e) EXISTING PLANS, STRATEGIES, AND ASSESS-  
25 MENTS.—Existing plans, strategies, needs assessments, or

1 assets assessments may be used to satisfy the require-  
2 ments of this section if such existing plans, strategies,  
3 needs assessments, or assets assessments include the in-  
4 formation required by this section, or can be modified to  
5 do so, and are submitted to and accepted by the Secretary  
6 with such modifications.

7 **SEC. 9. COORDINATING BODY; STATE ALLOTMENT APPLI-**  
8 **CATIONS.**

9 (a) COORDINATING BODY.—

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

14 (A) administer funds provided under sec-  
15 tion 7;

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

22 (C) identify and eliminate State barriers to  
23 the coordination and integration of programs,  
24 initiatives, and funding streams, and facilitate

1 coordination and collaboration among State  
2 agencies serving children and youth;

3 (D) strengthen the capacity of State and  
4 local organizations to achieve positive outcomes  
5 for children and youth through training, tech-  
6 nical assistance, professional development, and  
7 other means;

8 (E) assist the State in developing and car-  
9 rying out the State strategy described in section  
10 8; and

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

13 (2) DESIGNATION OF COORDINATING BODY.—

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

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

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

24 (b) STATE ALLOTMENT APPLICATIONS.—

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

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

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

13           (i) coordinated with the State edu-  
14           cational agency;

15           (ii) consulted with potential commu-  
16           nity partners; and

17           (iii) allowed for the meaningful par-  
18           ticipation of parents.

19           (B) SUBGRANTS TO LOCAL CONSORTIA.—A  
20           description of how subgrants to local consortia  
21           will be awarded pursuant to section 10, includ-  
22           ing the criteria used by the State in such deter-  
23           minations and how the subgrants will facilitate  
24           community planning and effective service co-  
25           ordination, integration, and provision at the

1 local level to achieve the evidence-based annual  
2 goals developed by the State pursuant to sec-  
3 tion 8(b)(1) within the context of local needs  
4 and priorities. Such criteria shall include a pri-  
5 ority for subgrant applications from local con-  
6 sortia intending to serve target schools with the  
7 greatest needs.

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

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

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

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



1 of how the applicant intends to develop the  
2 State strategy, including how the State will—

3 (i) coordinate with the State edu-  
4 cational agency;

5 (ii) consult with potential community  
6 partners; and

7 (iii) allow for the meaningful partici-  
8 pation of parents.

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

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

1 meeting those requirements, and approve the  
2 applicant for the implementation phase.

3 (4) REVISED APPLICATION.—Each State desir-  
4 ing to renew an allotment under section 7 shall sub-  
5 mit a revised application to the Secretary every 5  
6 years based on an assessment of the activities con-  
7 ducted under this Act. Such renewal application  
8 shall update the State’s evidence-based annual goals  
9 developed pursuant to section 8(b)(1) based on such  
10 assessment.

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

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

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

16 (A) subgrants to local consortia under sub-  
17 section (b); and

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

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

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

4 (b) SUBGRANTS TO LOCAL CONSORTIA.—

5           (1) IN GENERAL.—

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

10           (B) RESERVATION FOR RURAL AREAS.—

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

18           (ii) RURAL LOCAL CONSORTIUM.—In  
19 this subsection the term “rural local con-  
20 sortium” means a local consortium serving  
21 an area of the State that has a locale code  
22 of 41, 42, or 43.

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

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

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

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

15 (ii) demonstrates the capacity for suc-  
16 cessful implementation through a history  
17 of successful collaboration and effective-  
18 ness in strengthening outcomes for chil-  
19 dren and youth.

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

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

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

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

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

12           (a) LOCAL CONSORTIUM APPLICATION.—

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

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

20           (A) a description of the local consortium,  
21 including which public or nonprofit entity par-  
22 ticipating in the local consortium shall serve as  
23 the fiscal agent for the local consortium;

24           (B) the local strategy described in sub-  
25 section (b);

1 (C) a description of how the local strategy  
2 will be coordinated with the local educational  
3 agency plan required under section 1112 of the  
4 Elementary and Secondary Education Act of  
5 1965 (20 U.S.C. 6312); and

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

10 (b) LOCAL CHILD AND YOUTH STRATEGY.—

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

12 (A) shall be developed by the local Consor-  
13 tium;

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

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

20 (2) COMPONENTS.—The local strategy compo-  
21 nents required under paragraph (1)(B) are the fol-  
22 lowing:

23 (A) LOCAL RESULTS FRAMEWORK.—Com-  
24 prehensive, evidence-based annual goals and  
25 aligned quantifiable indicators for the goals,

1 with respect to youth, particularly disadvan-  
2 tagged children and youth, that shall serve as  
3 targets for the year with respect to which the  
4 local strategy applies. Such evidence-based an-  
5 nual goals shall include the following goals:

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

8 (ii) Students are engaged and achiev-  
9 ing in school.

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

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

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

17 (vi) Students are contributing to their  
18 communities.

19 (vii) Students are not chronically ab-  
20 sent.

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

24 (B) ASSETS ASSESSMENT.—An assessment  
25 of potential resources, services, and opportuni-

1 ties available within or near the community and  
2 schools identified by the local consortium to re-  
3 ceive support through a subgrant under section  
4 10(b) that children and youth, their families,  
5 and resources in the community may be able to  
6 access in order to meet the needs identified  
7 under subparagraph (C), to help achieve the  
8 evidence-based annual goals and aligned quan-  
9 tifiable indicators for such goals under subpara-  
10 graph (A), and to support students to achieve  
11 the challenging State academic standards (de-  
12 scribed in section 1111 of the Elementary and  
13 Secondary Education Act of 1965 (20 U.S.C.  
14 6311)), including the variety of services that  
15 can be integrated—

16 (i) into a community school site; and

17 (ii) through the presence of special-  
18 ized instructional support personnel and  
19 local educational agency liaisons for home-  
20 less children and youth designated pursu-  
21 ant to section 722(g)(1)(J)(ii) of the  
22 McKinney-Vento Homeless Assistance Act  
23 (42 U.S.C. 11432(g)(1)(J)(ii)).

24 (C) NEEDS ASSESSMENT.—An analysis of  
25 the comprehensive needs of the students served



1 by the local consortium, their families, and the  
2 community that—

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

9 (ii) identifies populations of under-  
10 served children and youth, based on the  
11 State’s evidence-based annual goals and  
12 aligned quantifiable indicators for such  
13 goals developed pursuant to section  
14 8(b)(1);

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

21 (iv) may impact students’ ability to  
22 meet the challenging State student aca-  
23 demic achievement standards.

24 (D) SERVICE INTEGRATION AND PROVI-  
25 SION.—A plan to coordinate and integrate serv-

1           ices and provide services in order to meet the  
2           needs identified under subparagraph (C) and  
3           achieve the evidence-based annual goals and  
4           aligned quantifiable indicators for such goals  
5           developed pursuant to subparagraph (A), in-  
6           cluding—

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

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

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

1 (F) FAMILY ENGAGEMENT IN EDU-  
2 CATION.—A plan to increase family engagement  
3 in education.

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

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

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

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

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

1           (3) to address the needs identified in the needs  
2           assessment carried out pursuant to section  
3           11(b)(2)(C) by leveraging the assets identified in the  
4           assets assessment carried out pursuant to section  
5           11(b)(2)(B); and

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

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

19                (1) community-based, integrated student serv-  
20                ices;

21                (2) full service community schools;

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

24                    (A) early childhood education;

- 1 (B) programs under the Head Start Act  
2 (42 U.S.C. 9831 et seq.), including Early Head  
3 Start programs;
- 4 (C) early reading first programs;
- 5 (D) child care services;
- 6 (E) early childhood-school transition serv-  
7 ices;
- 8 (F) home visiting;
- 9 (G) parenting education; and
- 10 (H) services for children with disabilities;
- 11 (4) academic support services for students (in-  
12 cluding children with disabilities), including—
- 13 (A) tutoring;
- 14 (B) extended day programs, afterschool  
15 programs, or both such programs, which may  
16 include services provided through 21st Century  
17 Community Learning Centers under part B of  
18 title IV of the Elementary and Secondary Edu-  
19 cation Act of 1965 (20 U.S.C. 7171 et seq.);
- 20 (C) academic support services for English  
21 learners;
- 22 (D) programs for students and parents to  
23 learn together, including opportunities in such  
24 fields as technology, art, music, and language  
25 acquisition;

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

4 (i) dual or concurrent enrollment pro-  
5 grams;

6 (ii) early college high schools;

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

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

13 (v) other activities that combine rig-  
14 orous coursework, personalized learning  
15 environments, practical applications, and  
16 comprehensive support services; and

17 (F) summer enrichment and learning expe-  
18 riences;

19 (5) health services, including—

20 (A) primary health care;

21 (B) dental care;

22 (C) vision care;

23 (D) speech and hearing care;

24 (E) mental health services;

25 (F) nutrition services;

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

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

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

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

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

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

18 (8) parent and adult education programs, in-  
19 cluding—

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

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

25 (C) translation services;



1           (D) adult education, including instruction  
2           in English as a second language, and job train-  
3           ing; and

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

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

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

10          (B) tribal youth programs;

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

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

16          (12) training, technical assistance, and profes-  
17          sional development for school-based and community-  
18          based personnel to build capacity and skills to edu-  
19          cate English learners;

20          (13) training, technical assistance, and profes-  
21          sional development for school-based and community-  
22          based personnel providing comprehensive services to  
23          children and youth;

24          (14) establishing contracts or agreements in  
25          order to work with nonprofit and other organizations

1 to implement the requirements and allowable serv-  
2 ices under this section;

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

6 (A) recruiting teachers and specialized in-  
7 structional support personnel; and

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

11 (i) mentoring programs;

12 (ii) grow your own programs; and

13 (iii) leadership and career advance-  
14 ment programs;

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

16 and

17 (17) other services consistent with this section.

18 **SEC. 13. RULE OF CONSTRUCTION.**

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

1 other agreements between such employees and their em-  
2 ployers.

3 **SEC. 14. ACCOUNTABILITY AND TRANSPARENCY.**

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

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

9 (A) the collective progress made by—

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

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

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

23 (i) the characteristics of the children  
24 and youth and families served by the ac-

1           activities and services assisted under this  
2           Act;

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

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

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

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

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

24                 (A) notify the recipient of the deficiencies  
25                 that require correction and request that the re-

1 recipient submit a plan to correct the deficiencies  
2 not later than 6 months after such notice is re-  
3 ceived;

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

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

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

20 (ii) redistribute the terminated allot-  
21 ment in the manner described in section  
22 7(a)(5).

23 (3) INDEPENDENT ONGOING EVALUATION.—

24 (A) IN GENERAL.—The Secretary shall  
25 carry out an ongoing evaluation of the activities

1 conducted under this Act and shall submit the  
2 evaluation results to Congress and the public by  
3 not later than 1 year after an allotment de-  
4 scribed in section 7(b)(2) is awarded or a grant  
5 under section 6 is awarded.

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

19 (C) EVALUATION OUTCOMES.—

20 (i) IN GENERAL.—The evaluation re-  
21 quired under this paragraph shall measure  
22 the process of developing and imple-  
23 menting effective partnerships among  
24 schools, local educational agencies, fami-  
25 lies, students, and community partners, as

1 well as the impact of activities conducted  
2 under this Act, which may include impacts  
3 on the following outcomes:

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

8 (II) Graduation rates.

9 (III) School readiness.

10 (IV) Reduced numbers of deten-  
11 tions, suspensions, and expulsions and  
12 the use of seclusion and physical re-  
13 straint.

14 (V) Enrollment in postsecondary  
15 education and vocational training.

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

18 (VII) The degree of communica-  
19 tion between schools and families.

20 (VIII) The degree of parent and  
21 caregiver participation in school ac-  
22 tivities.

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

1 (X) Student civic participation.

2 (XI) Attendance.

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

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

12 (ii) DISAGGREGATION.—The outcomes  
13 described in clause (i) shall be  
14 disaggregated by all subgroups identified  
15 in section 1111(b)(2)(B)(xi) of the Ele-  
16 mentary and Secondary Education Act of  
17 1965 (20 U.S.C. 6311(b)(2)(B)(xi)), and  
18 family income.

19 (b) STATE ACCOUNTABILITY AND TRANSPARENCY.—

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



- 1 (A) progress made toward achieving—
- 2 (i) in the case of a State, the evi-
- 3 dence-based annual goals established with-
- 4 in the State results framework pursuant to
- 5 section 8(b)(1) disaggregated in the same
- 6 manner as information is disaggregated
- 7 under subsection (a)(3)(C)(ii); and
- 8 (ii) in the case of a local consortium,
- 9 the evidence-based annual goals established
- 10 within the local results frameworks pursu-
- 11 ant to section 11(b)(2)(A);
- 12 (B) how funds under this Act were used by
- 13 States or local consortia, as applicable, to im-
- 14 prove the lives of children, youth, and families,
- 15 including—
- 16 (i) the characteristics of children,
- 17 youth, and families served by the activities
- 18 and services assisted under this Act;
- 19 (ii) the services and supports provided
- 20 under this Act; and
- 21 (iii) outcomes resulting from the ac-
- 22 tivities and services funded under this Act;
- 23 (C) information on Federal and State bar-
- 24 riers to effective State and local coordination;

1           (D) in the case of State recipients, the ex-  
2           tent of coordination between State departments  
3           and agencies providing children and youth serv-  
4           ices in place to achieve the evidence-based an-  
5           nual goals within the State results framework  
6           pursuant to section 8(b)(1);

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

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

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

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

22          (2) CORRECTION OF DEFICIENCIES.—If a State  
23          receiving an allotment under section 7 determines,  
24          based on a review of annual reports submitted in ac-  
25          cordance with subsection (c), data submissions, eval-

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

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

16 (B) negotiate a plan to correct the defi-  
17 ciencies, and provide appropriate training or  
18 technical assistance designed to assist the local  
19 consortium in complying with the requirements  
20 of this Act and make progress in achieving the  
21 evidence-based annual goals established within  
22 the local results framework pursuant to section  
23 11(b)(2)(A); and

24 (C) in the case that the local consortium  
25 fails to submit or negotiate a plan to correct

1 the deficiencies or fails to make substantial ef-  
2 forts, not later than 6 months after the date of  
3 the notification described in subparagraph (A),  
4 to correct the deficiencies and comply with the  
5 requirements of this Act, the State shall termi-  
6 nate the provision of funds under this Act to  
7 the local consortium for the remainder of the  
8 period of the subgrant and redistribute the ter-  
9 minated funding in a manner determined by the  
10 State to be in the best interests of the children  
11 and youth in such State in accordance with this  
12 Act.

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

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

23 (2) how funds under this Act were used by the  
24 local consortium to improve the lives of children,  
25 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.

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