

116TH CONGRESS  
2D SESSION

# S. 3405

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 SENATE OF THE UNITED STATES

MARCH 5, 2020

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

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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-  
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. Demonstration program authorized; allotment to States.
- Sec. 6. Demonstration competitive program authorized.
- Sec. 7. State child and youth strategy.
- Sec. 8. Coordinating body; State applications.
- Sec. 9. State use of funds.
- Sec. 10. Local consortium application; local child and youth strategy.
- Sec. 11. Local use of funds.
- Sec. 12. Construction.
- Sec. 13. Accountability and transparency.
- Sec. 14. Authorization of appropriations.

### 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 leads one of  
 15 the Nation’s largest community school initia-  
 16 tives and found that students in grades 9 to 12  
 17 who attend a community school have 61 percent  
 18 fewer school-day absences than their non-com-  
 19 munity school counterparts. When compared to

1 non-community school counterparts, students in  
2 grades 9 to 12 were found to have more positive  
3 educational experiences; students in grades 4 to  
4 8 had higher Emotional Health scores on the  
5 survey; and students in grades K to 3 had 53  
6 percent fewer suspensions and 55 percent fewer  
7 misconducts.

8 (B) In a 7-year study of 200 Chicago pub-  
9 lic schools, sociologist Anthony Bryk found that  
10 in schools where grassroots organizations forge  
11 strong connections with their schools, trust lev-  
12 els and parent involvement are greater.

13 (C) United Way of Salt Lake's Promise  
14 Partnership, an initiative across multiple school  
15 districts in the Salt Lake, Utah area, has  
16 helped increase student achievement and grad-  
17 uation rates. At one of United Way's partner  
18 schools, Granite Park Junior High, the percent-  
19 age of students completing 9th grade and on  
20 track to graduate has more than doubled in 2  
21 years. Their efforts also have increased pre-  
22 school opportunities in their poorest neighbor-  
23 hoods so that 1,000 additional low-income stu-  
24 dents attend high-quality preschool. Third  
25 grade reading proficiency scores rose 15.5 per-

cent from 2013–2014, and chronic absence decreased from 21 percent to 14 percent from 2013–2014. A Promise Partnership Regional Council, which was formed in 2014, includes education, business, government, and nonprofit leaders, guides the initiative and focuses on keeping the work aligned.

(D) 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 local trucking companies, statewide nonprofit organizations like the Grange, Farm Bureau, small retailers, and retirees.

(E) Union City Public Schools (New Jersey) school district 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.

(F) Social Justice Humanitas Academy in Los Angeles, California, enrolls approximately

1           500 students with 88 percent eligible for free or  
2           reduced school lunch. Students are supported  
3           by Individualized Pupil Education Plans  
4           (IPEP) that determine how teachers and part-  
5           ners involved in the Community School can best  
6           help struggling students and reflect the close  
7           relationships between students and teachers. At  
8           the conclusion of the 2013–2014 school year,  
9           the graduation rate rose from 83 percent to  
10          93.9 percent, and 99 percent of those graduates  
11          enrolled in college. The suspension rate was  
12          0.02 percent, compared to 1.02 percent across  
13          the Los Angeles Unified School District.

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

24               (3) In adopting the Every Student Succeeds  
25          Act (Public Law 114–95), Congress recognized com-

1 munity schools as a strategy to significantly improve  
2 the coordination and integration, accessibility, and  
3 effectiveness of services for children and families,  
4 particularly for children attending high-poverty  
5 schools, including high-poverty rural schools.

6 (4) Approximately 84 percent of 9th graders  
7 graduate from high school within 4 years. Of stu-  
8 dents who graduate from high school, 69 percent en-  
9 roll in a 2- or 4-year college in the fall after com-  
10 pleting high school. Only about half (58 percent) of  
11 first-time, full-time college freshmen seeking a 4-  
12 year degree receive a bachelor's degree within 6  
13 years or less.

14 (5) Over the past 4 decades, the United States  
15 has slipped from being first in the world in high  
16 school and college graduation rates to 21st and  
17 14th, respectively, putting the Nation at a growing  
18 competitive disadvantage with other countries.

19 (6) In a study conducted by Hanover Research,  
20 data showed that quality partnerships between  
21 schools and their communities can result in im-  
22 proved attendance, motivation, conduct, and aca-  
23 demic achievement. Community-level strategies like  
24 focusing on parental involvement, community build-  
25 ing, and cultural competence were shown to con-

1       tribute to decreases in the achievement gap between  
2       lower- and upper-income students.

3           (7) Research from the Government Account-  
4       ability Office found that students who change  
5       schools less frequently are more likely to perform at  
6       grade level and less likely to repeat a grade than  
7       their less stable peers.

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

16          (9) It has been learned from successful experi-  
17      ences that hundreds of thousands of arts, cultural,  
18      service, sports, colleges and other youth organiza-  
19      tions, as well as civic and faith-based groups want  
20      to partner with schools and educators to reinforce  
21      learning, but far too often, neither the school nor  
22      the community know how to effectively connect with  
23      each other.

24          (10) In order for the United States to compete  
25      in a global economy, the co-partnering efforts of gov-

ernment, social services, business, arts, home, community-based organizations, and philanthropy need to concentrate their efforts where they are most needed: in our schools.

(11) Research from Johns Hopkins University has shown that access to summer learning opportunities leads to significant student learning gains not experienced by students who cannot access summer learning opportunities.

(12) A 2011 study conducted by the RAND Corporation found that students who attend summer learning programs, particularly those featuring individualized instruction, parental involvement, and small class sizes, experience clear benefits in overcoming the achievement gap between low- and upper-income students.

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

### **SEC. 3. PURPOSES.**

The purposes of this Act are—

(1) to 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) to ensure the academic, physical, social,  
 10          emotional, health, mental health, and civic develop-  
 11          ment of disadvantaged children and youth and there-  
 12          by strengthen their families and communities;

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

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

18          (5) to 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) to develop school improvement strategies  
2           that incorporate approaches that meet the com-  
3           prehensive needs of children and youth, such as full  
4           service community schools, community-based and in-  
5           tegrated student services, and related approaches;  
6           and

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

9 **SEC. 4. DEFINITIONS.**

10       In this Act:

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

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

20           (3) COMMUNITY-BASED, INTEGRATED STUDENT  
21           SERVICES.—The term “community-based, integrated  
22           student services” means interventions, coordinated  
23           through a single point of contact, that improve stu-  
24           dent achievement by connecting community re-

sources with the academic and social service needs of students.

(4) COMMUNITY ENGAGEMENT IN EDUCATION.—

(A) IN GENERAL.—The term “community engagement in education” means systematic efforts to involve, engage, and collaborate with parents, community residents, members of school communities, community partners, and other stakeholders in exploring the needs of their students and schools, developing plans to address those needs, and working together to address those needs.

(B) INCLUSIONS.—The term “community engagement in education” includes effective community engagement in an ongoing process to develop a welcoming school and school system, mobilize the community’s assets to support student achievement and growth, engage those individuals and stakeholders who traditionally have not participated in the school or school system, improve working relationships, and deepen the commitment to student success.

(5) DIGITAL LEARNING.—The term “digital learning” means instructional practices that effec-

1       tively use technology to strengthen the student  
2       learning experience and may include online and  
3       formative assessments, instructional resources, on-  
4       line content and courses, applications of technology  
5       in the classroom and school building, adaptive soft-  
6       ware for children with disabilities, learning plat-  
7       forms, and online professional communities of prac-  
8       tice.

9               (6) DISABILITY.—The term “disability” has the  
10       meaning given the term in section 3 of the Ameri-  
11       cans with Disabilities Act of 1990 (42 U.S.C.  
12       12102).

13              (7) EVIDENCE-BASED.—The term “evidence-  
14       based”, when used with respect to a goal or service,  
15       means a goal or service that meets an evidence level  
16       described in subclause (I), (II), or (III) of section  
17       8101(21)(A)(i) of the Elementary and Secondary  
18       Education Act of 1965 (20 U.S.C.  
19       7801(21)(A)(i)(I), (II), and (III)) or section  
20       8101(21)(A)(ii) of such Act.

21              (8) FAMILY ENGAGEMENT IN EDUCATION.—  
22       The term “family engagement in education” means  
23       a shared responsibility of families and schools for  
24       student success, in which schools and community-

1 based organizations are committed to reaching out  
2 to engage families in meaningful ways that—

3 (A) encourages the families to actively sup-  
4 port their children’s learning and development,  
5 as well as the learning and development of  
6 other children; and

7 (B) is continuous from birth through  
8 young adulthood and reinforces learning that  
9 takes place in the home, school, and commu-  
10 nity.

11 (9) FULL SERVICE COMMUNITY SCHOOL.—The  
12 term “full service community school” means a public  
13 elementary school or secondary school that—

14 (A) participates in a community-based ef-  
15 fort to coordinate educational, developmental,  
16 family, health, and other comprehensive services  
17 through community-based organizations, spe-  
18 cialized instructional support personnel em-  
19 ployed by the school or the local educational  
20 agency, and public and private partnerships;  
21 and

22 (B) provides access to such services to stu-  
23 dents, families, and the community, including  
24 access during the school year (including before-

1 and after-school hours), and during the sum-  
2 mer.

3 (10) 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 foundation;

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 (11) 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 (12) 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 (13) SECRETARY.—The term “Secretary”  
16 means the Secretary of Education.

17 (14) 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, and school librarians, involved in pro-  
25 viding assessment, diagnosis, and counseling,

1 and educational, therapeutic, and other nec-  
2 essary services (including related services as  
3 that term is defined in section 602 of the Indi-  
4 viduals with Disabilities Education Act (20  
5 U.S.C. 1401)) as part of a comprehensive pro-  
6 gram to meet student needs.

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

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

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

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



1 **SEC. 5. DEMONSTRATION PROGRAM AUTHORIZED; ALLOT-**  
2 **MENT TO STATES.**

3 (a) **FORMULA GRANTS AUTHORIZED.**—

4 (1) **IN GENERAL.**—From allotments made  
5 under subsection (c), the Secretary is authorized to  
6 award grants, under subsection (c), to States having  
7 applications approved under section 8(b) to enable  
8 the States to award subgrants to local consortia to  
9 leverage and integrate human and financial assets at  
10 all levels in order to—

11 (A) ensure the academic, physical, social,  
12 emotional, and civic development of disadvan-  
13 tagged youth; and

14 (B) strengthen the families and commu-  
15 nities of the disadvantaged youth and achieve  
16 the results developed pursuant to section  
17 7(c)(1).

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

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

22 (b) **RESERVATION.**—From the funds appropriated  
23 under section 14 for any fiscal year, the Secretary shall  
24 reserve—

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

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

8           (B) conducting the national evaluation  
9       pursuant to section 13(a)(3); and

10       (2) not more than 1 percent for payments to  
11       the outlying areas and the Bureau of Indian Affairs,  
12       to be allotted in accordance with their respective  
13       needs for assistance under this Act, as determined  
14       by the Secretary, to enable the outlying areas and  
15       the Bureau of Indian Affairs to carry out the pur-  
16       poses of this Act.

17       (c) STATE ALLOTMENTS.—

18           (1) DETERMINATION.—From the funds appro-  
19       priated under section 14 for any fiscal year that are  
20       equal to or greater than \$200,000,000 which remain  
21       after the Secretary makes the reservations under  
22       subsection (b), the Secretary shall allot to each State  
23       for the fiscal year an amount that bears the same  
24       relationship to the remainder as the amount the  
25       State received under subpart 2 of part A of title I

1 of the Elementary and Secondary Education Act of  
 2 1965 (20 U.S.C. 6331 et seq.) for the preceding fis-  
 3 cal year bears to the amount all States received  
 4 under that subpart for the preceding fiscal year, ex-  
 5 cept that no State shall receive less than an amount  
 6 equal to  $\frac{1}{2}$  of 1 percent of such funds.

7 (2) REALLOTMENT OF UNUSED FUNDS.—If a  
 8 State does not receive an allotment under this Act  
 9 for a fiscal year, the Secretary shall realLOT the  
 10 amount of the State's allotment to the remaining  
 11 States in accordance with this section.

12 **SEC. 6. DEMONSTRATION COMPETITIVE PROGRAM AU-**  
 13 **THORIZED.**

14 (a) IN GENERAL.—For any year for which the  
 15 amount appropriated under section 14 is less than  
 16 \$200,000,000, the Secretary shall award grants, on a  
 17 competitive basis, to local consortia to enable the local con-  
 18 sortia to carry out local strategies in accordance with sec-  
 19 tions 10 and 11.

20 (b) APPLICATION.—A local consortium desiring to re-  
 21 ceive a grant under this section shall submit an application  
 22 to the Secretary at such time, in such manner, and con-  
 23 taining such information as the Secretary may require.  
 24 The application shall demonstrate the capacity for suc-  
 25 cessful implementation of the local strategies in accord-

1   ance with sections 10 and 11 through a history of success-  
 2   ful collaboration and effectiveness in strengthening out-  
 3   comes for children and youth.

4       (c) TARGETED LOCAL CONSORTIA.—

5           (1) IN GENERAL.—The Secretary shall award a  
 6       grant to a local consortium under this section only  
 7       if the local consortium submits an application that  
 8       proposes—

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

12          (B) to provide a comprehensive continuum  
 13       of services, including not less than 1 service  
 14       from each of not less than 3 categories of serv-  
 15       ices described in paragraphs (3) through (11)  
 16       of section 11(b).

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

24       (d) ACCOUNTABILITY AND TRANSPARENCY.—The  
 25       Secretary shall apply those provisions of section 13 that

1 the Secretary determines applicable to local consortia re-  
2 ceiving funds under this section.

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

4 (a) IN GENERAL.—A State that receives a grant  
5 under this Act shall use the grant funds to develop and  
6 implement a State child and youth strategy (hereafter in  
7 this Act referred to as the “State strategy”).

8 (b) STRATEGY REQUIREMENTS.—The State strat-  
9 egy—

10 (1) shall be developed by the State educational  
11 agency in consultation with the Governor of the  
12 State;

13 (2) shall include the components described in  
14 subsection (c); and

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

18 (c) REQUIRED COMPONENTS.—The State strategy  
19 components required under subsection (b) are the fol-  
20 lowing:

21 (1) STATE RESULTS FRAMEWORK.—The State  
22 strategy shall contain comprehensive, evidence-based  
23 annual goals and aligned quantifiable indicators  
24 demonstrating continuous improvement with respect  
25 to children and youth, particularly disadvantaged

1 children and youth, that shall serve as targets for  
2 each year with respect to which the State strategy  
3 applies. The State's annual goals shall include the  
4 following:

5 (A) Children and youth are ready for  
6 school.

7 (B) Students are engaged and achieving in  
8 school.

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

11 (D) Families and communities are sup-  
12 portive and engaged in their children's edu-  
13 cation as equal partners.

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

16 (F) Students are contributing to their  
17 communities.

18 (G) Students are not chronically absent.

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

22 (2) NEEDS AND ASSETS ASSESSMENT.—The  
23 State strategy shall contain an assessment of the  
24 children and youth's needs, and of assets within the  
25 State that can be mobilized, coordinated, and inte-

1       grated to achieve the State strategy's annual goals,  
2       which may include data collected by the Federal  
3       Interagency Forum on Child and Family Statistics.  
4       Such needs and assets assessment shall identify pop-  
5       ulations of underserved children and youth across  
6       the State, based on the State's evidence-based goals  
7       and aligned quantifiable indicators for the goals.

8               (3) STATE CHILD AND YOUTH PLAN.—The  
9       State strategy shall include a description of the  
10      State's plan to achieve the goals described in para-  
11      graph (1) for children and youth from birth through  
12      the transition to adulthood, including the following:

13               (A) LEVERAGE AND INTEGRATION.—A de-  
14      scription of how funds received under this Act  
15      will be coordinated and integrated with other  
16      Federal and State funds in order to achieve the  
17      State's annual goals developed pursuant to  
18      paragraph (1).

19               (B) ELIMINATION OF STATE BARRIERS TO  
20      COORDINATION AND INTEGRATION.—A descrip-  
21      tion of how funds received under this Act will  
22      be used to identify and eliminate State barriers  
23      to the coordination and integration of pro-  
24      grams, initiatives, and funding streams to

1 achieve the State's annual goals developed pur-  
 2 suant to paragraph (1).

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

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

9 (d) EXISTING PLANS, STRATEGIES, AND ASSESS-  
 10 MENTS.—Existing plans, strategies, needs assessments, or  
 11 assets assessments may be used to satisfy the require-  
 12 ments of this section if such existing plans, strategies,  
 13 needs assessments, or assets assessments include the in-  
 14 formation required by this section, or can be modified to  
 15 do so, and are submitted to and accepted by the Secretary  
 16 with such modifications.

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

18 (a) COORDINATING BODY.—

19 (1) IN GENERAL.—In order for a State to be el-  
 20 igible to receive a grant under this Act, the State  
 21 educational agency shall designate or establish a co-  
 22 ordinating body for student learning and develop-  
 23 ment that shall—

24 (A) administer funds provided under this  
 25 Act;



1 (B) facilitate communication between the  
2 public and the State educational agency per-  
3 taining to issues impacting children and youth  
4 from birth through the transition to adulthood,  
5 including issues pertaining to service coordina-  
6 tion and integration;

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

12 (D) strengthen the capacity of State and  
13 local organizations to achieve positive outcomes  
14 for children and youth through training, tech-  
15 nical assistance, professional development, and  
16 other means;

17 (E) assist the State educational agency in  
18 developing and carrying out the State strategy;  
19 and

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

22 (2) DESIGNATION OF COORDINATING BODY.—  
23 The State educational agency may designate an ex-  
24 isting agency, Children’s Cabinet, P-20 Council,  
25 child and youth development partnership, or other

organization as the coordinating body for student learning and development described in paragraph (1) if the agency, cabinet, council, partnership, or organization—

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

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

(b) STATE APPLICATION.—

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

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

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

(i) coordinate with the State educational agency;

(ii) consult with potential community partners; and

1 (iii) allow for the meaningful partici-  
2 pation of parents.

3 (B) GRANTS TO LOCAL CONSORTIA.—A de-  
4 scription of how subgrants to local consortia  
5 will be awarded pursuant to section 9, including  
6 the criteria used by the State in such deter-  
7 minations and how the subgrants will facilitate  
8 community planning and effective service co-  
9 ordination, integration, and provision at the  
10 local level to achieve the goals developed by the  
11 State pursuant to section 7(c)(1) within the  
12 context of local needs and priorities. Such cri-  
13 teria shall include a priority for applications  
14 from local consortia intending to serve target  
15 schools with the greatest needs.

16 (C) CAPACITY BUILDING.—A description of  
17 how grant funds received under this Act will be  
18 used to provide professional development, train-  
19 ing, and technical assistance opportunities for  
20 staff for the purpose of building State and local  
21 capacity.

22 (D) ACCOUNTABILITY FOR RESULTS.—A  
23 description of the State's plans to adhere to the  
24 accountability and transparency requirements  
25 described in section 13(b).

1           (3) REVISED APPLICATION.—Each State desir-  
 2           ing to renew a grant under this Act shall submit a  
 3           revised application to the Secretary every 5 years  
 4           based on an assessment of the activities conducted  
 5           under this Act. Such renewal application shall up-  
 6           date the State’s annual goals based on such assess-  
 7           ment

8   **SEC. 9. STATE USE OF FUNDS.**

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

11           (1) the State shall use not less than 95 percent  
 12           to award subgrants to local consortia under sub-  
 13           section (b);

14           (2) the State may use not less than 3 percent  
 15           for evaluation and capacity building activities, in-  
 16           cluding training, technical assistance, and profes-  
 17           sional development; and

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

21          (b) SUBGRANTS TO LOCAL CONSORTIA.—

22           (1) IN GENERAL.—

23           (A) IN GENERAL.—A State that receives a  
 24           grant under this Act shall use the portion of

1 the grant funds described in subsection (a)(1)  
 2 to award subgrants to local consortia.

3 (B) RESERVATION FOR RURAL AREAS.—

4 (i) IN GENERAL.—From the total  
 5 amount of funds available under subpara-  
 6 graph (A) to award subgrants to local con-  
 7 sortia for a fiscal year, the State may re-  
 8 serve 5 percent to award subgrant to rural  
 9 local consortia for such fiscal year.

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

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

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

20 (B) that submit a proposal with a plan to  
 21 provide a comprehensive continuum of services,  
 22 including not less than 1 service from each of  
 23 not less than 3 categories of services described  
 24 in paragraphs (3) through (11) of section  
 25 11(b), and which application—

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

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

12 (3) DURATION OF GRANT.—Each subgrant  
 13 awarded under this section shall be for a period of  
 14 5 years and shall be renewable based on progress to-  
 15 ward achieving the results described in section  
 16 10(b)(2)(A).

17 (c) PLANNING GRANTS.—A State that receives a  
 18 grant under this Act may award planning grants to local  
 19 consortia to enable the local consortia to develop the local  
 20 strategy described in section 10(b). Such planning grants  
 21 shall be for a duration of—

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

24 (2) not more than 1 year and in an amount of  
 25 not more than \$100,000.

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

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

7 (a) LOCAL CONSORTIUM APPLICATION.—

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

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

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

19 (B) the local child and youth strategy  
 20 (hereafter in this Act referred to as “local  
 21 strategy”) described in subsection (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 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 goals and aligned  
 22 quantifiable indicators for the goals, with re-  
 23 spect to youth, particularly disadvantaged chil-  
 24 dren and youth, that shall serve as targets for  
 25 the year with respect to which the local strategy



1 applies. The goals shall be set forth annually  
2 and include the following:

3 (i) Children are ready for school.

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

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

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

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

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

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

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

20 (B) ASSETS ASSESSMENT.—An assessment  
21 of potential resources, services, and opportuni-  
22 ties available within or near the community and  
23 schools identified by the local consortium to re-  
24 ceive support under the subgrant that children  
25 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 goals and indicators under subparagraph (A), and to support students to achieve the challenging State academic standards (described in section 1111 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311)), including the variety of services that can be integrated—

(i) into a community school site; and

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

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

(i) includes input from students, parents, and community members, including input from such individuals connected to

1 schools identified by the local consortium  
 2 to receive support under the subgrant;

3 (ii) identifies populations of under-  
 4 served children and youth, based on the  
 5 State's evidence-based goals and aligned  
 6 quantifiable indicators for the goals;

7 (iii) assesses the academic, physical,  
 8 social, emotional, health, mental health,  
 9 and civic needs of students and their fami-  
 10 lies enrolled in schools identified by the  
 11 local consortium to receive support under  
 12 the subgrant; and

13 (iv) may impact students' ability to  
 14 meet the challenging State student aca-  
 15 demic achievement standards.

16 (D) SERVICE INTEGRATION AND PROVI-  
 17 SION.—A plan to coordinate and integrate serv-  
 18 ices and provide services in order to meet the  
 19 needs identified under subparagraph (C) and  
 20 achieve the results and aligned quantifiable in-  
 21 dicators described in subparagraph (A), includ-  
 22 ing—

23 (i) a description of the services admin-  
 24 istered by members of the local consortium  
 25 that are funded through grants provided

under the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) that will be coordinated as part of the subgrant provided under section 9; and

(ii) if applicable, a description of the coordination among services provided by community-based organizations and services provided by specialized instructional support personnel serving local educational agencies participating in the local consortium.

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

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

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

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

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

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

8 (2) to implement the comprehensive, coordi-  
9 nated continuum of services described in paragraph  
10 (1) through evidence-based services producing quan-  
11 tifiable results that align with the local results  
12 framework described in section 10(b)(2)(A);

13 (3) to address the needs identified in the needs  
14 assessment carried out pursuant to section  
15 10(b)(2)(C) by leveraging the assets identified in the  
16 assets assessment carried out pursuant to section  
17 10(b)(2)(B); and

18 (4) if applicable, to coordinate efforts with the  
19 teachers, school leaders, paraprofessionals, and spe-  
20 cialized instructional support personnel serving local  
21 educational agencies participating in the local con-  
22 sortium, and promote capacity building activities  
23 with the local educational agency.

24 (b) PERMISSIBLE USE OF FUNDS.—A local consor-  
25 tium that receives a subgrant under section 9 or a grant  
26 under section 6 may use the subgrant or grant funds to

1 coordinate, integrate, and enhance existing services, and  
2 provide new services, in order to provide children and  
3 youth with research-based, comprehensive services at, or  
4 that are connected to, schools, including—

5 (1) community-based, integrated student serv-  
6 ices;

7 (2) full service community schools;

8 (3) high-quality early childhood learning and  
9 development, including—

10 (A) early childhood education;

11 (B) programs under the Head Start Act  
12 (42 U.S.C. 9831 et seq.), including Early Head  
13 Start programs;

14 (C) early reading first programs;

15 (D) child care services;

16 (E) early childhood-school transition serv-  
17 ices;

18 (F) home visiting;

19 (G) parenting education; and

20 (H) services for children with disabilities;

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

23 (A) tutoring;

24 (B) extended day programs, afterschool  
25 programs, or both such programs, which shall

1 include services provided through 21st Century  
2 Community Learning Centers under part B of  
3 title IV of the Elementary and Secondary Edu-  
4 cation Act of 1965 (20 U.S.C. 7171 et seq.);

5 (C) academic support services for English-  
6 language learners;

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

11 (E) multiple pathways toward attaining a  
12 high school diploma and preparing students for  
13 college, including—

14 (i) dual enrollment programs;

15 (ii) early college high schools;

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

18 (iv) dropout recovery strategies, in-  
19 cluding strategies that award credit based  
20 on student performance instead of instruc-  
21 tional time; and

22 (v) other activities that combine rig-  
23 orous coursework, personalized learning  
24 environments, practical applications, and  
25 comprehensive support services; and

- 1 (F) summer enrichment and learning expe-
- 2 riences;
- 3 (5) health services, including—
- 4 (A) primary health care;
- 5 (B) dental care;
- 6 (C) vision care;
- 7 (D) speech and hearing care;
- 8 (E) mental health services;
- 9 (F) nutrition services;
- 10 (G) health education; and
- 11 (H) developmental and habilitation serv-
- 12 ices;
- 13 (6) youth development, including—
- 14 (A) mentoring and other youth develop-
- 15 ment programs, including programs that engage
- 16 older adults;
- 17 (B) recreation and physical education;
- 18 (C) service learning, civic education, lead-
- 19 ership development, entrepreneurship, and com-
- 20 munity service opportunities;
- 21 (D) job training, career counseling, and in-
- 22 ternship opportunities;
- 23 (E) career and technical education;
- 24 (F) college preparation and counseling
- 25 services;



1 (G) positive behavioral interventions and  
2 supports;

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

5 (I) social and emotional learning;

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

8 (A) family support programs, including  
9 housing assistance, counseling, financial edu-  
10 cation, crisis intervention, and related services;

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

14 (C) programs or efforts intended to iden-  
15 tify young people without a high school diploma  
16 and reengage the young people in school so that  
17 the young people may attain a high school di-  
18 ploma;

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

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

1           (8) parent and adult education programs, in-  
2       cluding—

3           (A) programs that promote family literacy,  
4       including family literacy programs for English-  
5       language learners;

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

8           (C) translation services;

9           (D) adult education, including instruction  
10      in English as a second language, and job train-  
11      ing; and

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

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

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

18          (B) tribal youth programs;

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

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

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

1 based personnel to build capacity and skills to edu-  
2 cate English-language learners;

3 (13) training, technical assistance, and profes-  
4 sional development for school-based and community-  
5 based personnel providing comprehensive services to  
6 children and youth;

7 (14) subgrants to nonprofit and other organiza-  
8 tions to implement the requirements and allowable  
9 services under this section;

10 (15) reasonable program administration and  
11 planning associated with the activities required  
12 under this section;

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

15 (17) other services consistent with this section.

16 **SEC. 12. 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 school district employees under Federal, State,  
20 or local laws (including applicable regulations or court or-  
21 ders) or under the terms of collective bargaining agree-  
22 ments, memoranda of understanding, or other agreements  
23 between such employees and their employers.

1 **SEC. 13. 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 in achieving the goals estab-  
9 lished within the State results frameworks  
10 described in section 7(c)(1); and

11 (ii) communities in achieving the goals  
12 established within the local results frame-  
13 works pursuant to section 10(b)(2)(A);

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

17 (i) the characteristics of the children  
18 and youth and families served by the ac-  
19 tivities and services assisted under this  
20 Act;

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

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

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

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

6 (2) CORRECTION OF DEFICIENCIES.—If the  
7 Secretary determines, based on a review of State an-  
8 nual reports, State strategies, State data submis-  
9 sions, evaluations, or other documentation, that a  
10 State or entity that receives funds through a grant  
11 or contract made under this Act makes insufficient  
12 progress toward achieving the goals established with-  
13 in the State results framework pursuant to section  
14 7(c)(1) within 3 years of receiving a grant under  
15 section 5(a), or is misusing, ineffectively using, or  
16 otherwise not complying with the requirements of  
17 this Act, the Secretary shall—

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

22 (B) negotiate a plan to correct the defi-  
23 ciencies, and provide appropriate training or  
24 technical assistance designed to assist the State

1 in complying with the requirements of this Act;  
2 and

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

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

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

17 (3) INDEPENDENT ONGOING EVALUATION.—

18 (A) IN GENERAL.—The Secretary shall  
19 carry out an ongoing evaluation of the activities  
20 conducted under this Act and shall submit the  
21 evaluation results to Congress and the public by  
22 not later than June of 2021 and June of 2023.

23 (B) RIGOROUS AND INDEPENDENT EVAL-  
24 UATION.—The Secretary shall enter into a con-  
25 tract with an entity independent of the Depart-

1           ment of Education to carry out the evaluation  
2           required under this paragraph. To the extent  
3           the Secretary determines feasible, the evalua-  
4           tion shall include large-scale, longitudinal, ran-  
5           domized studies to identify the most effective  
6           combinations of academic and nonacademic  
7           interventions, including interventions adminis-  
8           tered by community-based organizations, to  
9           achieve improvements in academic and other  
10          outcomes for students.

11                   (C) EVALUATION OUTCOMES.—

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

21                           (I) Student achievement as meas-  
22                           ured by assessment data, classroom  
23                           grades, and other means of measuring  
24                           student performance.

25                           (II) Graduation rates.

1 (III) School readiness.

2 (IV) Numbers of detentions, sus-  
3 pensions, and expulsions and the use  
4 of seclusion and physical restraint.

5 (V) Enrollment in postsecondary  
6 education.

7 (VI) The degree of communica-  
8 tion between schools and families.

9 (VII) The degree of parental par-  
10 ticipation in school activities.

11 (VIII) Student health, including  
12 mental health and risk factors at  
13 birth.

14 (IX) Student civic participation.

15 (X) Attendance.

16 (XI) The number of students and  
17 families receiving services.

18 (XII) Other outcome areas as de-  
19 termined by the Secretary in consulta-  
20 tion with State educational agencies,  
21 local educational agencies, teacher or-  
22 ganizations, secondary students, and  
23 nonprofit organizations providing  
24 services to children and youth.



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

8 (b) STATE ACCOUNTABILITY AND TRANSPARENCY.—

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

13 (A) progress made toward achieving—

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

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

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

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

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

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

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

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

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

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

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

1 (H) other information the State determines  
2 to be of interest to the public.

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

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

19 (B) negotiate a plan to correct the defi-  
20 ciencies, and provide appropriate training or  
21 technical assistance designed to assist the local  
22 consortium in complying with the requirements  
23 of this Act and make progress in achieving the  
24 goals established within the local results frame-  
25 work pursuant to section 10(b)(2)(A); and

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

14 (c) LOCAL ACCOUNTABILITY AND TRANSPARENCY.—  
15 On an annual basis, each local consortium shall report to  
16 the public and submit to the State a report containing  
17 such information as the State may reasonably require, in-  
18 cluding—

19 (1) progress made toward achieving the goals  
20 established within the local results framework pursu-  
21 ant to section 10(b)(2)(A) disaggregated in the same  
22 manner as information is disaggregated under sub-  
23 section (a)(3)(C)(ii);

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

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

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

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

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

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

18                (4) the extent of coordination between local  
19                agencies and organizations providing services to  
20                achieve the goals within the local results framework  
21                pursuant to section 9(b)(2)(A); and

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

1 **SEC. 14. AUTHORIZATION OF APPROPRIATIONS.**

2       There are authorized to be appropriated to carry out  
3 this Act such sums as may be necessary for each of fiscal  
4 years 2021 through 2024.

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