

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.

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

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-

1 cent from 2013–2014, and chronic absence de-
2 creased from 21 percent to 14 percent from
3 2013–2014. A Promise Partnership Regional
4 Council, which was formed in 2014, includes
5 education, business, government, and nonprofit
6 leaders, guides the initiative and focuses on
7 keeping the work aligned.

8 (D) In Wisconsin, where formal partner-
9 ships with community agencies are required for
10 grant programs, non-traditional partners have
11 proven to be instrumental for smaller commu-
12 nities to enrich after school programs. Those
13 partners have included local trucking compa-
14 nies, statewide nonprofit organizations like the
15 Grange, Farm Bureau, small retailers, and re-
16 tirees.

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

24 (F) Social Justice Humanitas Academy in
25 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-

1 ernment, social services, business, arts, home, com-
2 munity-based organizations, and philanthropy need
3 to concentrate their efforts where they are most
4 needed: in our schools.

5 (11) Research from Johns Hopkins University
6 has shown that access to summer learning opportu-
7 nities leads to significant student learning gains not
8 experienced by students who cannot access summer
9 learning opportunities.

10 (12) A 2011 study conducted by the RAND
11 Corporation found that students who attend summer
12 learning programs, particularly those featuring indi-
13 vidualized instruction, parental involvement, and
14 small class sizes, experience clear benefits in over-
15 coming the achievement gap between low- and
16 upper-income students.

17 (13) Research from the Community School
18 Partnership finds that community schools see a re-
19 turn of \$7.11 for every dollar of investment in com-
20 munity schools coordinators.

21 **SEC. 3. PURPOSES.**

22 The purposes of this Act are—

23 (1) to create engaging learning experiences
24 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-

1 sources with the academic and social service needs
2 of students.

3 (4) COMMUNITY ENGAGEMENT IN EDU-
4 CATION.—

5 (A) IN GENERAL.—The term “community
6 engagement in education” means systematic ef-
7 forts to involve, engage, and collaborate with
8 parents, community residents, members of
9 school communities, community partners, and
10 other stakeholders in exploring the needs of
11 their students and schools, developing plans to
12 address those needs, and working together to
13 address those needs.

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

24 (5) DIGITAL LEARNING.—The term “digital
25 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 taged 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 reallocate 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

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

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

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

11 (b) STATE APPLICATION.—

12 (1) IN GENERAL.—Each State desiring a grant
13 under this Act shall submit to the Secretary an ap-
14 plication at such time, in such manner, and con-
15 taining such information as the Secretary may re-
16 quire.

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

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

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

24 (ii) consult with potential community
25 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

1 community may be able to access in order to
2 meet the needs identified under subparagraph
3 (C), to help achieve the goals and indicators
4 under subparagraph (A), and to support stu-
5 dents to achieve the challenging State academic
6 standards (described in section 1111 of the Ele-
7 mentary and Secondary Education Act of 1965
8 (20 U.S.C. 6311)), including the variety of
9 services that can be integrated—

10 (i) into a community school site; and

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

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

22 (i) includes input from students, par-
23 ents, and community members, including
24 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

1 under the Elementary and Secondary Edu-
2 cation Act of 1965 (20 U.S.C. 6301 et
3 seq.) that will be coordinated as part of the
4 subgrant provided under section 9; and

5 (ii) if applicable, a description of the
6 coordination among services provided by
7 community-based organizations and serv-
8 ices provided by specialized instructional
9 support personnel serving local educational
10 agencies participating in the local consor-
11 tium.

12 (E) COMMUNITY ENGAGEMENT IN EDU-
13 CATION.—A plan to increase community en-
14 gagement in education.

15 (F) FAMILY ENGAGEMENT IN EDU-
16 CATION.—A plan to increase family engagement
17 in education.

18 (3) EXISTING PLANS, STRATEGIES, AND AS-
19 SESSMENTS.—Existing plans, strategies, needs as-
20 sessments, or assets assessments may be used to
21 satisfy the requirements of this section if such exist-
22 ing plans, strategies, needs assessments, or assets
23 assessments include the information required by this
24 section, or can be modified to do so, and are sub-
25 mitted 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.

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(III) School readiness.

(IV) Numbers of detentions, suspensions, and expulsions and the use of seclusion and physical restraint.

(V) Enrollment in postsecondary education.

(VI) The degree of communication between schools and families.

(VII) The degree of parental participation in school activities.

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

(IX) Student civic participation.

(X) Attendance.

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

(XII) Other outcome areas as determined by the Secretary in consultation with State educational agencies, local educational agencies, teacher organizations, secondary students, and nonprofit organizations providing 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.

○