

118TH CONGRESS  
1ST SESSION

# H. R. 6576

To improve the full-service community school program, and for other purposes.

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## IN THE HOUSE OF REPRESENTATIVES

DECEMBER 4, 2023

Ms. LEE of Nevada (for herself, Mr. TRONE, Ms. TOKUDA, Ms. BONAMICI, Ms. NORTON, Ms. CROCKETT, Ms. WILLIAMS of Georgia, Mr. DAVIS of Illinois, Ms. TLAIB, Ms. BROWN, Mr. GOMEZ, Mrs. CHERFILUS-McCORMICK, Ms. JACKSON LEE, Ms. BALINT, Mr. BOWMAN, and Mr. MULLIN) introduced the following bill; which was referred to the Committee on Education and the Workforce

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## A BILL

To improve the full-service community school program, and for other purposes.

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.**

4 This Act may be cited as the “Full-Service Commu-  
5 nity School Expansion Act of 2023”.

1 **SEC. 2. COMMUNITY SUPPORT FOR SCHOOL SUCCESS.**

2 (a) AUTHORIZATION OF APPROPRIATIONS.—Section  
3 4601 of the Elementary and Secondary Education Act of  
4 1965 (20 U.S.C. 7251) is amended—

5 (1) in the matter preceding paragraph (1) of  
6 subsection (a), by inserting “(except for section  
7 4625)” after “part”;

8 (2) in the matter preceding clause (i) of sub-  
9 section (b)(2)(B), by inserting “(except for section  
10 4625)” after “subpart 2”; and

11 (3) by adding at the end the following:

12 “(c) AUTHORIZATION OF APPROPRIATIONS FOR  
13 FULL-SERVICE COMMUNITY SCHOOLS.—There are au-  
14 thorized to be appropriated to carry out section 4625—

15 “(1) \$500,000,000 for fiscal year 2024;

16 “(2) \$600,000,000 for fiscal year 2025;

17 “(3) \$700,000,000 for fiscal year 2026;

18 “(4) \$850,000,000 for fiscal year 2027; and

19 “(5) \$1,000,000,000 for fiscal year 2028.”.

20 (b) DEFINITIONS.—Section 4622 of the Elementary  
21 and Secondary Education Act of 1965 (20 U.S.C. 7272)  
22 is amended—

23 (1) by redesignating paragraphs (1), (2), and  
24 (3) as paragraphs (5), (7), and (9), respectively;

25 (2) by inserting before paragraph (5), as redес-  
26 igned by paragraph (1), the following:

1           “(1) COMMUNITY SCHOOL COORDINATOR.—The  
2 term ‘community school coordinator’ means an indi-  
3 vidual who—

4           “(A) is a full-time staff member serving 1  
5 or more eligible schools supported by a grant  
6 under subsection (b), (c), or (d) of section 4625  
7 or a full-time staff member serving 1 or more  
8 such eligible schools in a rural area or on Tribal  
9 lands;

10          “(B) is responsible for the identification,  
11 implementation, and coordination of integrated  
12 student supports, expanded and enriched learn-  
13 ing time and opportunities, family and commu-  
14 nity engagement, and collaborative leadership  
15 and practices for each such eligible school;

16          “(C) serves as a member of the school-  
17 based leadership team for each such eligible  
18 school;

19          “(D) serves as the lead for any assessment  
20 or full-service community school plan required  
21 under section 4625 for each such eligible  
22 school; and

23          “(E) leads regular continuous improvement  
24 activities at each such eligible school.

1           “(2) COMMUNITY SCHOOL INITIATIVE DIREC-  
2           TOR.—The term ‘community school initiative direc-  
3           tor’ means an individual who—

4                   “(A) is employed by an eligible entity that  
5                   will serve 3 or more eligible schools through a  
6                   grant under subsection (b), (c), or (d) of section  
7                   4625;

8                   “(B) aids in the implementation and co-  
9                   ordination of integrated student supports or  
10                  stakeholder services, expanded and enriched  
11                  learning time and opportunities, family and  
12                  community engagement, and collaborative lead-  
13                  ership and practices for such eligible schools;  
14                  and

15                  “(C) provides support and guidance to  
16                  community school coordinators.

17           “(3) COMMUNITY-WIDE LEADERSHIP TEAM.—  
18           The term ‘community-wide leadership team’ means a  
19           team established by a local educational agency re-  
20           ceiving a grant under subsection (b), (c), or (d) of  
21           section 4625 that—

22                   “(A) is responsible for guiding the vision,  
23                   policy, resource alignment, implementation,  
24                   oversight, and goal-setting for full-service com-

1 munity school efforts within a local educational  
2 agency;

3 “(B) includes—

4 “(i) representatives from the local  
5 educational agency;

6 “(ii) educators, school leaders, stu-  
7 dents, and parents, family members, and  
8 caregivers of students, from each eligible  
9 school supported by such grant;

10 “(iii) community members, such as  
11 residents, community-led councils, local  
12 businesses, stakeholders, community orga-  
13 nizations, and local nonprofit organiza-  
14 tions;

15 “(iv) system-level partners that in-  
16 clude representatives from government  
17 agencies, Indian Tribes, Tribal organiza-  
18 tions, Native Hawaiian organizations, rel-  
19 evant labor organizations, and nonprofit  
20 and other community-based partners; and

21 “(v) if applicable, the community  
22 school initiative director; and

23 “(C) may—

24 “(i) be created for the purposes of  
25 supporting and sustaining full-service com-

1 community schools or may already exist at the  
2 time the eligible entity submits its applica-  
3 tion;

4 “(ii) solely focus on full-service com-  
5 munity schools or have additional functions  
6 and responsibilities;

7 “(iii) contribute to the development of  
8 an application for a full-service community  
9 school; or

10 “(iv) provide input into the selection  
11 process and requirements for future com-  
12 munity school coordinator and community  
13 school initiative director candidates.

14 “(4) EDUCATOR LEARNING COMMUNITIES.—  
15 The term ‘educator learning communities’ means a  
16 group of primarily instructional staff in an eligible  
17 school who are given common planning time to par-  
18 ticipate in ongoing decisionmaking and planning to  
19 engage in professional development and to examine  
20 their practice and student performance in order to  
21 improve school policy and classroom teaching.”;

22 (3) in paragraph (5), as redesignated by para-  
23 graph (1)—

24 (A) in the matter preceding clause (i) of  
25 subparagraph (A), by striking “section

1           4623(a)(1)(A)” and inserting “section  
2           4623(a)(1)”;

3           (B) in subparagraph (A)—

4                 (i) in clause (ii), by striking “(25  
5           U.S.C. 450b)” and inserting “(25 U.S.C.  
6           5304)”;

7                 (ii) in clause (iv)(IV), by striking “(25  
8           U.S.C. 450b)” and inserting “(25 U.S.C.  
9           5304)”;

10           (C) by amending subparagraph (B) to read  
11           as follows:

12                 “(B) With respect to a grant for activities  
13           described in section 4623(a)(2), a consortium  
14           of—

15                 “(i) 1 or more local educational agen-  
16           cies; and

17                 “(ii) 1 or more community-based or-  
18           ganizations, nonprofit organizations, In-  
19           dian Tribes, Tribal organizations, Native  
20           Hawaiian organizations, or other public or  
21           private entities.”;

22           (4) by inserting after paragraph (5), as redesign-  
23           nated by paragraph (1), the following:

1           “(6) ELIGIBLE SCHOOL.—The term ‘eligible  
2 school’ means a public elementary school or sec-  
3 ondary school that—

4           “(A) has a student body with regard to  
5 which not less than 40 percent of students are  
6 eligible for a free or reduced-price lunch under  
7 the Richard B. Russell National School Lunch  
8 Act (42 U.S.C. 1751 et seq.); or

9           “(B) has been identified for comprehensive  
10 support and improvement, targeted support and  
11 improvement, or additional targeted support  
12 pursuant to section 1111(d) or otherwise has  
13 been identified by the State as a school in need  
14 of additional support.”;

15           (5) in paragraph (7), as redesignated by para-  
16 graph (1)—

17           (A) in subparagraph (A), by striking  
18 “and” after the semicolon;

19           (B) in subparagraph (B), by striking the  
20 period at the end and inserting “; and”; and

21           (C) by adding at the end the following:

22           “(C) incorporates the pillars of community  
23 schools.”;

24           (6) by inserting after paragraph (7), as redesi-  
25 gnated by paragraph (1), the following:



1           “(8) PILLARS OF COMMUNITY SCHOOLS.—The  
2 term ‘pillars of community schools’ means all of the  
3 following key practices:

4           “(A) Integrated student supports for the  
5 students of a community school that provide in-  
6 and out-of-school support for students, address  
7 well-being, address out-of-school barriers to  
8 learning through partnerships with social and  
9 health services agencies, including mental and  
10 behavioral health agencies and providers, and  
11 are coordinated by a community school coordi-  
12 nator, which may include—

13           “(i) medical, dental, vision care, and  
14 mental and behavioral health services, in-  
15 cluding mental health literacy for students  
16 and staff; and

17           “(ii) individuals to assist with home-  
18 less prevention, eviction protections, emer-  
19 gency and long-term housing stability, and  
20 affordable home ownership servicers, trans-  
21 portation, nutrition, citizenship prepara-  
22 tion, or criminal justice issues, and other  
23 services.

24           “(B) Expanded and enriched learning time  
25 and opportunities, including evidence-based

1 strategies, and including before-school, after-  
2 school, during-school, weekend, and summer  
3 programs that provide additional academic in-  
4 struction, individualized academic support, en-  
5 richment activities, or learning opportunities,  
6 for students of a community school that—

7 “(i) may emphasize real-world project-  
8 based learning in which students can apply  
9 their learning to contexts that are relevant  
10 and engaging; and

11 “(ii) may include art, music, drama,  
12 creative writing, hands-on experience with  
13 engineering or science (including computer  
14 science), career and technical education,  
15 evidence-based tutoring that is aligned  
16 with classroom success and homework help,  
17 and recreational programs that enhance  
18 and are consistent with the school’s cur-  
19 riculum.

20 “(C) Active student, family, and commu-  
21 nity engagement—

22 “(i) that—

23 “(I) brings students, parents,  
24 and families of students at the com-  
25 munity school and in community into

1 the school as partners in students'  
2 education, including meaningfully in-  
3 volving parents and families in the  
4 community school's decisionmaking  
5 processes;

6 “(II) allows the community  
7 school to serve as a hub for services,  
8 activities, and programs, for students,  
9 families, and members of the neigh-  
10 borhood that the community school  
11 serves; and

12 “(III) provides adults with de-  
13 sired educational and other opportuni-  
14 ties; and

15 “(ii) that provides centralized sup-  
16 ports for families and communities in com-  
17 munity schools, which may include English  
18 as a second language classes, citizenship  
19 preparation, computer skills, art, homeless  
20 prevention, eviction protections, emergency  
21 and long-term housing stability and afford-  
22 able home ownership services, child abuse  
23 and neglect prevention supports, health  
24 and mental health literacy programs, dig-  
25 ital literacy training, or other programs

1           that bring community members into a  
2           school building for meetings, events, or  
3           programming.

4           “(D) Collaborative leadership and practices  
5           that build a culture of professional learning,  
6           collective trust, and shared responsibility for  
7           each community school using strategies that—

8                   “(i) shall, at a minimum, include a  
9                   school-based leadership team with rep-  
10                  resentation of student, parent, and family  
11                  leader, and community voice, a community  
12                  school coordinator, and a community-wide  
13                  leadership team;

14                   “(ii) ensure that students, staff, fami-  
15                  lies, and community members have a voice  
16                  in major school decisions through represen-  
17                  tation on decisionmaking teams, as well as  
18                  inclusive, asset-based, and democratic  
19                  school culture;

20                   “(iii) may include other leadership or  
21                  governance teams, community school steer-  
22                  ing committees, or other community coal-  
23                  itions, educator collaborative learning com-  
24                  munities, and other staff to manage the

1 multiple, complex joint work of school and  
2 community organizations; and

3 “(iv) ensure that school governance  
4 teams emphasize representation among  
5 historically marginalized groups and reflect  
6 the diversity of community, including di-  
7 versity with respect to language, race, eth-  
8 nicity, socioeconomic status, and role in  
9 the schooling process.

10 “(E) Rigorous, community-connected class-  
11 room instruction, such that teaching and learn-  
12 ing in the school infuses high-level content and  
13 skills with real-world learning opportunities and  
14 the curriculum is deeply connected to the local  
15 community and students’ identities, cultures,  
16 and experiences, providing opportunities for  
17 students to engage in meaningful inquiry-based  
18 learning and problem-solving. This may in-  
19 clude—

20 “(i) instructional resources, cur-  
21 riculum, and professional learning that are  
22 modified to reflect and support a commu-  
23 nity-based learning approach in community  
24 schools, emphasizing locally designed com-

1 community-based curriculum and pedagogy to  
2 improve students' sense of agency; or

3 “(ii) development and administration  
4 of assessments that provide evidence of the  
5 impact or value of community-based peda-  
6 gogy (such as performance assessments  
7 that include capstone projects, portfolios,  
8 and similar assessments).

9 “(F) A culture of belonging, safety, and  
10 care, such that the school climate is welcoming  
11 and fosters trust among students, families,  
12 partners, and staff, each person in the school  
13 community is valued for their rich diversity of  
14 experiences and is encouraged to share their  
15 views, knowledge, and culture, the school be-  
16 comes a place grounded in healthy relation-  
17 ships, in which members feel safe and com-  
18 fortable navigating conflicts and taking risks,  
19 and students feel connected to and are active  
20 participants in the school community. This may  
21 include—

22 “(i) emphasizing positive relationships  
23 and interactions, and educators modeling  
24 these relationships and interactions  
25 through their own behavior;

1           “(ii) acknowledging and addressing  
2           negative behaviors and chronic absenteeism  
3           in developmentally appropriate and positive  
4           ways; and

5           “(iii) restorative discipline practices,  
6           such as peer mediation, community service  
7           and post-conflict resolution, to help stu-  
8           dents learn from their mistakes and foster  
9           positive, healthy school climates where re-  
10          spect and compassion are core principles  
11          and zero-tolerance practices leading to sus-  
12          pension and expulsion are avoided.”; and

13           (7) by inserting after paragraph (9), as redesign-  
14          nated by paragraph (1), the following:

15           “(10) RESULTS FRAMEWORK.—The term ‘re-  
16          sults framework’ means comprehensive, evidence-  
17          based annual goals and aligned quantifiable indica-  
18          tors demonstrating continuous improvement with re-  
19          spect to students, particularly disadvantaged stu-  
20          dents, that—

21                   “(A) are established by an eligible entity or  
22                   State, as applicable;

23                   “(B) serve as targets for each year of the  
24                   framework; and

1           “(C) shall include at least the following  
2 goals:

3           “(i) Students (including children in  
4 prekindergarten and kindergarten) are  
5 ready for school in accordance with the  
6 State’s ambitious long-term goals and indi-  
7 cators, as described in section 1111(c)(4).

8           “(ii) Students are engaged and aca-  
9 demically achieving in school.

10          “(iii) Students are physically and  
11 mentally healthy, and are experiencing  
12 positive social and emotional development,  
13 including identity development.

14          “(iv) Schools and school neighbor-  
15 hoods are safe and provide a positive and  
16 equitable school climate for learning.

17          “(v) Parents and families are partners  
18 in supporting children’s education.

19          “(vi) Students are ready for postsec-  
20 ondary education and 21st century careers.

21          “(vii) Students are contributing to  
22 their communities.

23          “(viii) Students are civically engaged  
24 or are active participants in democracy.



1                   “(ix) Students are not chronically ab-  
2                   sent.

3                   “(11) SCHOOL-BASED LEADERSHIP TEAM.—

4                   “(A) IN GENERAL.—The term ‘school-  
5                   based leadership team’ means a team estab-  
6                   lished by a full-service community school that—

7                   “(i) is responsible for supporting the  
8                   implementation of a full-service community  
9                   school program; and

10                  “(ii) is comprised of not more than 15  
11                  people, which shall include—

12                   “(I) not less than 2 parents or  
13                   family members of students attending  
14                   the eligible school;

15                   “(II) not less than 2 educators or  
16                   other staff from the eligible school;  
17                   and

18                   “(III) all of the following:

19                   “(aa) The principal of the  
20                   school.

21                   “(bb) The community school  
22                   coordinator.

23                   “(cc) Representatives of  
24                   nonprofit organizations that  
25                   serve the school.

1 “(dd) Community partners.

2 “(ee) School administration,  
3 including administrative staff  
4 and other non-instructional staff  
5 such as specialized instructional  
6 support personnel.

7 “(ff) In the case of a sec-  
8 ondary school, students.”.

9 (c) FULL-SERVICE COMMUNITY SCHOOL PRO-  
10 GRAM.—Section 4625 of the Elementary and Secondary  
11 Education Act of 1965 (20 U.S.C. 7275) is amended to  
12 read as follows:

13 **“SEC. 4625. FULL-SERVICE COMMUNITY SCHOOL SUPPORT**  
14 **FOR WHOLE-CHILD SUCCESS.**

15 “(a) GRANTS AUTHORIZED.—

16 “(1) IN GENERAL.—From funds made available  
17 under section 4601(c), the Secretary shall carry out  
18 a full-service community school program by using—

19 “(A) not less than 80 percent of such  
20 funds to award, on a competitive basis—

21 “(i) planning grants described in sub-  
22 section (b) to eligible entities, for a period  
23 of not more than 2 years, in an amount  
24 that—

1 “(I) is not less than \$100,000;

2 and

3 “(II) may not exceed the amount  
4 equal to \$100,000 for each eligible  
5 school to be served by the eligible en-  
6 tity under the grant;

7 “(ii) 5-year implementation grants de-  
8 scribed in subsection (c) to eligible entities,  
9 in an amount of not less than \$250,000  
10 each year for each eligible school to be  
11 served by the eligible entity under the  
12 grant; and

13 “(iii) expansion grants described in  
14 subsection (d) to eligible entities, for a pe-  
15 riod of not less than 3 and not more than  
16 5 years, in an amount of not less than  
17 \$300,000 each year and an additional  
18 \$150,000 for each additional school, except  
19 that for fiscal year 2024 through 2026, the  
20 total funds for expansion grants under this  
21 subparagraph shall be no more than 20  
22 percent of the total amount available under  
23 this paragraph;

1           “(B) not more than 15 percent of such  
2 funds to award 5-year grants under subsection  
3 (f), on a competitive basis, to States; and

4           “(C) not more than 5 percent of such  
5 funds to provide technical assistance for full-  
6 service community schools under subsection (h).

7           “(2) RESERVATION OF FUNDS.—From the total  
8 amount described under paragraph (1)(A) for a fis-  
9 cal year, the Secretary shall reserve not less than 5  
10 percent to carry out subsection (g).

11           “(3) PRIORITY.—In awarding grants under  
12 subsections (b), (c), and (d) the Secretary shall give  
13 priority to eligible entities that are or that include—

14           “(A) a high-need local educational agency  
15 or consortium of high-need local educational  
16 agencies;

17           “(B) local educational agencies that receive  
18 basic support payments under section  
19 7003(b)(1);

20           “(C) a local educational agency or consor-  
21 tium of local educational agencies located in a  
22 rural area; or

23           “(D) Indian Tribes or Tribal organizations  
24 (as those terms are defined in section 4 of the  
25 Indian Self-Determination and Education As-

1           sistance Act (25 U.S.C. 5304)) or Native Ha-  
2           waiian community-based organizations or Na-  
3           tive Hawaiian educational organizations (as  
4           those terms are defined in section 6207).

5           “(b) PLANNING AND CAPACITY BUILDING  
6 GRANTS.—

7           “(1) APPLICATION.—An eligible entity that de-  
8           sires a planning grant under subsection (a)(1)(A)(i)  
9           shall submit an application to the Secretary at such  
10          time and in such manner as the Secretary may re-  
11          quire. The Secretary shall require that each such ap-  
12          plication include all of the following:

13                   “(A) A description of the eligible entity.

14                   “(B) An assurance that the eligible entity  
15                   will establish a community-wide leadership team  
16                   that contributes to the planning and implemen-  
17                   tation of a full-service community school pro-  
18                   gram.

19                   “(C) A description of the capacity of the  
20                   eligible entity to coordinate and, in collabora-  
21                   tion with its partner entities, facilitate the im-  
22                   plementation of all pillars of community schools  
23                   at 1 or more full-service community schools  
24                   through an implementation grant under sub-  
25                   section (c), including by providing a description

1 of student, educator, family, and community en-  
2 gagement to demonstrate the interest described  
3 in subparagraph (D)(i).

4 “(D) The identification of 1 or more eligi-  
5 ble schools that—

6 “(i) show a strong interest, volun-  
7 tarily, in participating in a full-service  
8 community school supported by an imple-  
9 mentation grant under subsection (c);

10 “(ii) have demonstrated significant  
11 benefits to using a full-service community  
12 school model—

13 “(I) including by providing data  
14 regarding poverty rates, discipline  
15 rates, academic opportunities and  
16 achievement and other outcomes, stu-  
17 dent physical and mental health, or  
18 additional information connected to  
19 the pillars of community schools; and

20 “(II) which may include pro-  
21 viding documentation regarding  
22 whether such school has been identi-  
23 fied for comprehensive support and  
24 improvement, targeted support and  
25 improvement, or additional targeted

1 support pursuant to section 1111(d);  
2 and

3 “(iii) have committed to establishing  
4 or designating a school-based leadership  
5 team to support the school’s full-service  
6 community school initiative.

7 “(E) The designation of an individual to  
8 serve as the district liaison for the area served  
9 by the eligible entity, who will direct the plan-  
10 ning and implementation of any grants under  
11 this subsection or subsection (c) or (d), includ-  
12 ing by coordinating with—

13 “(i) students, families, educators,  
14 principals, and other school leaders of eligi-  
15 ble schools identified under subparagraph  
16 (D);

17 “(ii) service providers, including po-  
18 tential service providers, and system-level  
19 partners, such as government agencies, In-  
20 dian Tribes, Tribal organizations, Native  
21 Hawaiian organizations, relevant labor or-  
22 ganizations, and nonprofit and other com-  
23 munity-based partners; and

24 “(iii) community members, such as  
25 residents, community led councils, local

1           businesses, stakeholders, early childhood  
2           education providers, hospitals or clinics,  
3           community organizations, and local non-  
4           profit organizations.

5           “(F) An identification of the initial com-  
6           munity-wide leadership team for purposes of  
7           this section and the school-based leadership  
8           team for each eligible school identified under  
9           subparagraph (D), and, if either such team  
10          does not exist as of the date of the application,  
11          the process that will be put in place to establish  
12          such team.

13          “(G) If applicable, plans for hiring addi-  
14          tional staff, providing additional compensation  
15          to existing staff, or contracting with 1 or more  
16          nonprofit entities to help the eligible entity  
17          apply for an implementation grant under sub-  
18          section (e).

19          “(H) A data-sharing agreement between  
20          the local educational agency and partner enti-  
21          ties and services that ensure the sharing of rel-  
22          evant real-time student data to conduct the  
23          needs and assets assessment described in para-  
24          graph (2)(A)(i)(I).



1           “(I) An assurance that any grant funds  
2 awarded will benefit members of the community  
3 served without discrimination based on race,  
4 color, religion, sex (including sexual orientation  
5 and gender identity), age, or disability.

6           “(J) An assurance that any full-service  
7 community school opened with the use of grant  
8 funds under this section will hold leadership  
9 team meetings that are open to the public, and  
10 that records related to finances, personnel, and  
11 other decisionmaking processes for those  
12 schools will be made available for public review.

13           “(2) PLANNING AND CAPACITY BUILDING  
14 GRANT ACTIVITIES.—

15           “(A) IN GENERAL.—An eligible entity re-  
16 ceiving a planning and capacity building grant  
17 under this subsection shall—

18           “(i)(I) conduct a needs and assets as-  
19 sessment for each eligible school partici-  
20 pating in the grant that identifies the aca-  
21 demic, social and emotional, physical and  
22 mental health, and other needs of at least  
23 50 percent of students, families, and school  
24 staff, and engages a significant number of  
25 community members for each school; and

1           “(II) analyze the results of the assess-  
2           ment;

3           “(ii) hire or designate a community  
4           school coordinator to lead the needs and  
5           assets assessment;

6           “(iii) establish or support a commu-  
7           nity-wide leadership team to support all of  
8           the designated schools;

9           “(iv) establish a school-based leader-  
10          ship team for each participating eligible  
11          school;

12          “(v) convene the community-wide  
13          leadership team as quickly as practicable,  
14          and not later than 180 days after the date  
15          of receipt of the grant;

16          “(vi) work with community-wide lead-  
17          ership teams and school-based leadership  
18          teams to identify, and collaborate with,  
19          service providers—

20                 “(I) that have the capacity, and  
21                 demonstrated effectiveness, to partici-  
22                 pate in a full-service community  
23                 school and provide integrated student  
24                 support services for a full-service com-

1 community school in the relevant area;  
2 and

3 “(II) which may include public,  
4 private, and nonprofit agencies or or-  
5 ganizations that provide higher edu-  
6 cation, educational enrichment, sub-  
7 stance abuse prevention and edu-  
8 cation, mental and physical health  
9 services, homeless prevention, eviction  
10 protections, emergency and long-term  
11 housing stability and affordable home  
12 ownerships services, transportation,  
13 job training, neighborhood develop-  
14 ment, such as affordable housing and  
15 economic development, and social wel-  
16 fare services;

17 “(vii) complete a planning report, as  
18 described in subparagraph (C), that details  
19 the implementation plan before moving for-  
20 ward with implementation;

21 “(viii) ensure that meetings of the  
22 leadership teams are open to the public,  
23 and that records related to finances, per-  
24 sonnel, and other decisionmaking processes  
25 are made available for public review;

1           “(ix) if necessary, hire and train addi-  
2           tional staff, provide additional compensa-  
3           tion to existing staff, or contract with a  
4           nonprofit entity or entities to aid in the ac-  
5           tivities necessary to apply for an imple-  
6           mentation grant or implement the full-  
7           service community school plan described in  
8           clause (x); and

9           “(x) craft a full-service community  
10          school plan for each eligible school identi-  
11          fied under paragraph (1)(D), including a  
12          description of—

13               “(I) how the community school  
14               coordinator assigned to each such  
15               school, community school initiative di-  
16               rector, and community-wide leadership  
17               team, will be expected to fulfill their  
18               responsibilities;

19               “(II) how collaborative leadership  
20               and practices structures and strate-  
21               gies will be identified and used;

22               “(III) the integrated student sup-  
23               ports or stakeholder services, ex-  
24               panded and enriched learning time  
25               and opportunities, and active family

1 and community engagement activities  
2 that will be tailored to the needs and  
3 assets assessment conducted under  
4 clause (i)(I) and provided in each such  
5 school;

6 “(IV) how each such school will  
7 provide culturally and linguistically in-  
8 clusive communication between such  
9 school and families;

10 “(V) how each such school will  
11 establish and maintain partnerships  
12 with nonprofit organizations, faith  
13 and community-based institutions, in-  
14 stitutions of higher education (includ-  
15 ing teacher preparation institutions),  
16 hospitals, museums, businesses, and  
17 other community entities that will  
18 help implement the full-service com-  
19 munity school plan and that will par-  
20 ticipate in a community-wide leader-  
21 ship structure;

22 “(VI) how services and activities  
23 described in subclause (III) to be pro-  
24 vided will supplement, not supplant,  
25 existing programs and activities at the

1 eligible school as of the date of appli-  
2 cation; and

3 “(VII) if applicable, a description  
4 of the additional Federal, State, local,  
5 and private funds that will be  
6 accessed to carry out activities de-  
7 scribed in subclause (III).

8 “(B) REVISION OF COMMUNITY-WIDE  
9 LEADERSHIP STRUCTURE.—An eligible entity  
10 receiving a planning grant under this subsection  
11 may revise the eligible entity’s community-wide  
12 leadership team membership as needed to re-  
13 flect—

14 “(i) the results of each eligible  
15 school’s needs and asset assessment under  
16 subparagraph (A)(i); and

17 “(ii) the eligible entity’s subsequent  
18 identification of partner entities.

19 “(C) PLANNING AND CAPACITY BUILDING  
20 GRANT REPORT.—Not later than 2 years after  
21 receiving a planning grant under this sub-  
22 section, the eligible entity shall submit to the  
23 Secretary a planning report that includes the  
24 following:

1           “(i) A description of the actions taken  
2           to coordinate and, in collaboration with its  
3           partner entities, facilitate the provision of  
4           strategies aligned to the pillars of commu-  
5           nity schools to enable at least 1 eligible  
6           school to become a full-service community  
7           school.

8           “(ii) A comprehensive plan that in-  
9           cludes descriptions of the following:

10                   “(I) Results of a thorough needs  
11                   and assets assessment, as described in  
12                   subparagraph (A)(i), of students,  
13                   staff, families, and communities for  
14                   each eligible school to be served  
15                   through the proposed full-service com-  
16                   munity schools initiative of the eligible  
17                   entity.

18                   “(II) The student, family, school,  
19                   neighborhood, and community to be  
20                   served by each eligible school identi-  
21                   fied for the implementation of a full-  
22                   service community school program, in-  
23                   cluding demographic information on  
24                   race, ethnicity, socioeconomic status,

1 and disability status for the school  
2 and the local community.

3 “(III) How a full-service commu-  
4 nity school program contributes to ad-  
5 vancing the strategic full-service com-  
6 munity school improvement goals and  
7 efforts of the eligible entity.

8 “(iii) Plans for sustaining all pillars of  
9 community schools in the identified eligible  
10 schools, which respond to the needs assess-  
11 ment results for each pillar of community  
12 schools.

13 “(iv) A description of projects that  
14 propose to conduct initial development and  
15 coordination activities that leverage the  
16 findings of a needs assessment and a sub-  
17 sequent plan to be conducted during the  
18 grant period for each school identified in  
19 the application.

20 “(v) Annual measurable performance  
21 objectives and goals from a results frame-  
22 work to be used by the eligible entity,  
23 disaggregated for all students and each  
24 subgroup of students, as defined in section  
25 1111(c)(2), including an increase in the



1 number and percentage of families and  
2 students targeted for services each year of  
3 the proposed full-service community school  
4 program, in order to ensure that children  
5 are—

6 “(I) meeting the challenging  
7 State academic standards established  
8 under section 1111(b); and

9 “(II) safe, healthy, and sup-  
10 ported by engaged families.

11 “(vi) A description of the integrated  
12 student support services, including existing  
13 and additional integrated student support  
14 services, to be coordinated by the commu-  
15 nity school coordinator and provided by the  
16 eligible entity and its partner entities  
17 through each proposed full-service commu-  
18 nity school, including an explanation of—

19 “(I) why such services have been  
20 selected, including references to the  
21 needs and assets assessment described  
22 in subparagraph (A)(i);

23 “(II) how such services will im-  
24 prove student social, emotional, and  
25 academic development;

1           “(III) how such services address  
2           the mental health needs of students  
3           and the use of trauma informed care;

4           “(IV) how such services will ad-  
5           dress the annual measurable perform-  
6           ance objectives and outcomes de-  
7           scribed in clause (v);

8           “(V) plans for student transpor-  
9           tation to and from after-school and  
10          summer activities offered through the  
11          proposed full-service community  
12          schools;

13          “(VI) the services designed to ad-  
14          dress the needs for youth  
15          transitioning out of high school or dis-  
16          connected youth aged 16 through 24;  
17          and

18          “(VII) services and supports to  
19          prepare students for college and im-  
20          prove college access, and services to  
21          help students transition to higher edu-  
22          cation.

23          “(vii) Plans, including a description of  
24          the applicable funding sources, to ensure  
25          that each proposed full-service community

1 school site is served by a full-time commu-  
2 nity school coordinator—

3 “(I) at such school; or

4 “(II) in the case of an eligible  
5 school in a rural area or on Tribal  
6 lands, as described in section  
7 4622(2)(A).

8 “(viii) Plans for professional develop-  
9 ment, for the personnel of each proposed  
10 full-service community school and partner  
11 service providers, on—

12 “(I) managing, coordinating, or  
13 delivering integrated student support  
14 services;

15 “(II) expanded and enriched  
16 learning time and opportunities;

17 “(III) active family engagement;  
18 and

19 “(IV) collaborative leadership  
20 and practices.

21 “(ix) Plans to establish a school-based  
22 leadership team and plans for joint utiliza-  
23 tion of school facilities, which shall include  
24 opportunities for collaboration at each par-  
25 ticipating eligible school between the com-

1 community school coordinator and members of  
2 the school-based leadership teams, families,  
3 and the community, to plan, evaluate  
4 progress, and reassess needs.

5 “(x) Plans for annual evaluation  
6 based upon attainment of the performance  
7 objectives and outcomes described in clause  
8 (v).

9 “(xi) Plans for sustaining the pro-  
10 grams and services described in this sub-  
11 section, including plans to leverage commu-  
12 nity partners and existing revenue streams  
13 at the proposed full-service community  
14 schools upon the end of any implementa-  
15 tion grant under subsection (c).

16 “(D) TIMING AND ELIGIBILITY.—An eligi-  
17 ble entity receiving a planning and capacity  
18 building grant under this subsection is eligible  
19 to apply for an implementation grant under  
20 subsection (c) immediately upon the completion  
21 of all grant requirements under this subsection  
22 and the submission of the planning report to  
23 the Secretary under subparagraph (C).

24 “(c) IMPLEMENTATION GRANTS.—

1           “(1) APPLICATION.—An eligible entity desiring  
2           an implementation grant under subsection  
3           (a)(1)(A)(ii) shall—

4                   “(A) in the case of an eligible entity that  
5                   received and completed a planning grant, be  
6                   able to access an expedited process to apply for  
7                   such grant, based on the planning report devel-  
8                   oped under subsection (b)(2)(C);

9                   “(B) in the case of an eligible entity that  
10                   has not successfully completed a planning grant  
11                   under subsection (b), submit an application, at  
12                   such time and in such manner as required by  
13                   the Secretary, that—

14                           “(i) demonstrates that the eligible en-  
15                           tity has completed the planning activities  
16                           described in subsection (b)(2); and

17                           “(ii) includes the information required  
18                           under the application under subsection  
19                           (b)(2)(A) and a planning report as de-  
20                           scribed in subsection (b)(2)(C);

21                   “(C) provide a data-sharing agreement be-  
22                   tween the local educational agency and partner  
23                   entities and services that ensures the sharing of  
24                   relevant and timely student data to determine

1 the provision of services and assess program  
2 progress and quality;

3 “(D) provide an assurance that any grant  
4 funds awarded will benefit members of the com-  
5 munity served without discrimination based on  
6 race, color, religion, gender (including sexual  
7 orientation and gender identity), age, or dis-  
8 ability;

9 “(E) provide an assurance that any full-  
10 service community school will hold leadership  
11 team meetings that are open to the public, and  
12 that records related to finances, personnel, and  
13 other decisionmaking processes for those  
14 schools will be made available for public review;  
15 and

16 “(F) describe how the eligible entity—

17 “(i) plans to sustain implementation  
18 at each school site to ensure that the eligi-  
19 ble entity’s work can continue and grow  
20 after the grant period ends; and

21 “(ii) will use some of the grant fund-  
22 ing to develop or strengthen system-level  
23 infrastructure to support and sustain the  
24 identified full-service community schools.

1           “(2) SELECTION CRITERION.—The Secretary  
2 shall use the following criteria when evaluating eligi-  
3 ble entities as part of the selection process for a  
4 grant under this subsection:

5           “(A) The extent to which the design of the  
6 proposed project reflects relevant and evidence-  
7 based findings from research, and includes a  
8 high-quality plan for project implementation in-  
9 tegrating the pillars of community schools and  
10 the use of appropriate evaluation methods to  
11 ensure successful achievement of project objec-  
12 tives.

13           “(B) The extent to which the applicant will  
14 ensure that a diversity of perspectives is  
15 brought to bear in the design and operation of  
16 the proposed project, including those of fami-  
17 lies, educators and staff, beneficiaries of serv-  
18 ices, school leadership, and community leader-  
19 ship.

20           “(C) The extent to which the applicant has  
21 plans for a full-time community school coordi-  
22 nator at each school, includes a plan to sustain  
23 such position beyond the grant period, and pro-  
24 vides a description of how such position will  
25 serve to integrate, coordinate, and facilitate

1 programs and partnership services at each  
2 school.

3 “(D) The extent to which the applicant  
4 has, or demonstrates a strong plan to have, a  
5 consortium broadly representative of community  
6 stakeholders and needs.

7 “(3) GRANT AMOUNTS.—The Secretary shall  
8 award an amount of grant funding under this sub-  
9 section to each grantee that is commensurate with  
10 the number of local schools that will be served by  
11 grant funds.

12 “(4) USE OF FUNDS.—An eligible entity receiv-  
13 ing an implementation grant under this subsection  
14 shall use grant funds to carry out all of the fol-  
15 lowing:

16 “(A) In collaboration with the partner enti-  
17 ties and service providers identified under sub-  
18 section (b)(1)(C), establish not less than 1 full-  
19 service community school in the area served by  
20 the eligible entity, by facilitating the provision  
21 of the pillars of community schools in each eli-  
22 gible school served under the grant.

23 “(B) Fund a community school coordinator  
24 who is responsible for coordinating the provi-  
25 sion of the pillars of community schools at, and



1 working with the collaborative leadership struc-  
2 ture of, each eligible school to be served under  
3 the grant.

4 “(C) Establish, support, or maintain—

5 “(i) a school-based leadership team,  
6 community-wide leadership team, or educa-  
7 tor learning communities to establish a  
8 strong collaborative leadership structure  
9 for each eligible school to be served; and

10 “(ii) a community-wide leadership  
11 team to establish a strong collaborative  
12 leadership structure to support all eligible  
13 schools being served.

14 “(D) Ensure that meetings of the leader-  
15 ship teams are open to the public, and that  
16 records related to finances, personnel, and other  
17 decisionmaking processes are made available for  
18 public review.

19 “(E) Implement integrated student sup-  
20 ports at the eligible school to be served, includ-  
21 ing not less than 2 of the following:

22 “(i) Health and social services, which  
23 may be based in the eligible school or pro-  
24 vided in the community, including primary

1 health, dental care, vision care, and mental  
2 health including trauma-informed care.

3 “(ii) Nutrition services, including pro-  
4 viding additional meals or assistance in ac-  
5 cessing Federal, State, and local food as-  
6 sistance programs.

7 “(iii) Programs that provide assist-  
8 ance to students of the eligible school who  
9 have been or are at risk of being chron-  
10 ically absent, suspended, or expelled, and  
11 students who are not on track to meeting  
12 the challenging State academic standards  
13 under section 1111(b), including—

14 “(I) mentoring and other youth  
15 development programs;

16 “(II) programs that support posi-  
17 tive and equitable school climates, in-  
18 cluding restorative justice practices  
19 and culturally competent pedagogy  
20 and practices, or juvenile crime pre-  
21 vention and rehabilitation programs;

22 “(III) specialized instructional  
23 support services;

24 “(IV) homeless prevention, evic-  
25 tion protections, emergency and long-

1 term housing stability, and affordable  
2 home ownership services;

3 “(V) developmentally appropriate  
4 physical education;

5 “(VI) legal services, including im-  
6 migration-related legal services;

7 “(VII) dropout prevention pro-  
8 grams and reengagement programs;

9 “(VIII) supports for students in  
10 foster care and children experiencing  
11 homelessness;

12 “(IX) transportation services  
13 necessary for students to access inte-  
14 grated student support services, ex-  
15 panded and enriched learning time  
16 and opportunities, family and commu-  
17 nity engagement activities, or other  
18 services and activities identified to  
19 support the development of students;  
20 and

21 “(X) technical assistance for stu-  
22 dents with limited access to digital de-  
23 vices or high-speed internet services.

24 “(F) Implement expanded and enriched  
25 learning time, which may include—

1           “(i) additional academic instruction  
2           and high-quality, evidence-based tutoring;

3           “(ii) before- and after-school and  
4           summer learning programs;

5           “(iii) mentorship programs;

6           “(iv) workforce development activities,  
7           including career and technical education,  
8           internships, pre-apprenticeship programs,  
9           and service-learning opportunities;

10          “(v) student support services for chil-  
11          dren with disabilities;

12          “(vi) additional college access support,  
13          including earning college credit while in  
14          high school, college visits, summer bridge  
15          programs, college counseling, or other serv-  
16          ices geared towards college success; and

17          “(vii) enrichment of advanced skill de-  
18          velopment in areas of interest including  
19          music, arts, sports, finance, technology, or  
20          other areas.

21          “(G) Implement active family and commu-  
22          nity engagement strategies, which may in-  
23          clude—

1           “(i) culturally and linguistically inclu-  
2           sive communication between such school  
3           and families;

4           “(ii) on-site early childhood care and  
5           education programs;

6           “(iii) home visitation services by edu-  
7           cators and other professionals who are em-  
8           ployed by the eligible entity or a service  
9           provider;

10          “(iv) adult education, including in-  
11          struction in English as a second language  
12          programs, financial literacy education, pro-  
13          grams that lead to a regular high school  
14          diploma, or credit recovery programs;

15          “(v) workforce development activities,  
16          including job search and preparation serv-  
17          ices and career advancement activities;

18          “(vi) legal services, such as help with  
19          green card or citizenship preparation;

20          “(vii) programs that aid family and  
21          community well-being, including accessing  
22          homeless prevention, eviction protections,  
23          emergency and long-term housing stability,  
24          and affordable home ownership services;

1           “(viii) programs that promote paren-  
2           tal and family involvement, family literacy,  
3           education, career, and employment ad-  
4           vancement, and provide volunteer opportu-  
5           nities;

6           “(ix) assistance and supports for chil-  
7           dren and young people involved in the child  
8           welfare system;

9           “(x) higher education preparation  
10          courses, including credit accumulation and  
11          other higher education or continuing edu-  
12          cation preparation courses, and college  
13          counseling to prepare students and families  
14          for higher education; and

15          “(xi) child abuse and neglect preven-  
16          tion activities, including services to  
17          strengthen families.

18          “(H) Implement collaborative leadership  
19          and practice strategies, which may include—

20                 “(i) building the capacity of edu-  
21                 cators, principals, other school leaders, and  
22                 other staff to lead collaborative school im-  
23                 provement structures, such as professional  
24                 learning communities;

1 “(ii) regularly convening or engaging  
2 all partners, such as—

3 “(I) students, families, educators,  
4 principals, and other school leaders of  
5 identified eligible schools;

6 “(II) service providers, including  
7 potential service providers, and sys-  
8 tem-level partners, such as govern-  
9 ment agencies, Indian Tribes, Tribal  
10 organizations, Native Hawaiian orga-  
11 nizations, relevant labor organizations,  
12 and nonprofit and other community-  
13 based partners; and

14 “(III) community members, such  
15 as residents, community led councils,  
16 local businesses, stakeholders, early  
17 childhood education providers, hos-  
18 pitals or clinics, community organiza-  
19 tions, and local nonprofit organiza-  
20 tions;

21 “(iii) regularly assessing program  
22 quality and progress through individual  
23 student data, participant feedback, and ag-  
24 gregate outcomes to develop strategies for  
25 improvement; and

1                   “(iv) organizing school personnel and  
2                   community partners into working teams fo-  
3                   cused on specific issues identified in the  
4                   needs and assets assessment.

5                   “(I) Support and enable the district liaison  
6                   described in subsection (b)(1)(E) to lead the  
7                   community-wide leadership team and carry out  
8                   the activities described in the eligible entity’s  
9                   application and planning report submitted  
10                  under paragraph (1).

11                  “(5) PROHIBITION ON DISCRIMINATION.—An  
12                  eligible entity receiving a grant under this subsection  
13                  shall ensure that activities carried out with grant  
14                  funds serve members of the community without dis-  
15                  crimination based on race, color, religion, sex (in-  
16                  cluding sexual orientation and gender identity), age,  
17                  or disability.

18                  “(6) IMPLEMENTATION GRANT REPORT.—At  
19                  the end of the grant period, an eligible entity receiv-  
20                  ing a grant under this subsection shall prepare and  
21                  complete a report designed by the Secretary that—

22                         “(A) for each eligible school operating a  
23                         full-service community school program—

24                                 “(i) details the impact of the full-serv-  
25                                 ice community school program on student



1 opportunities and outcomes, including aca-  
2 demic achievement, as aligned with the re-  
3 sults framework of the eligible entity, in-  
4 cluding achievement based on the chal-  
5 lenging State academic standards estab-  
6 lished under section 1111(b);

7 “(ii) includes school climate informa-  
8 tion, which may come from student, par-  
9 ent, or educator surveys, that shall be  
10 cross-tabulated and disaggregated by sub-  
11 group of students (as defined under section  
12 1111(c)(2)), including—

13 “(I) school discipline data such  
14 as suspension and expulsion rates;

15 “(II) measures of student en-  
16 gagement, safety, attendance, staff  
17 qualifications and turnover, and fam-  
18 ily involvement; and

19 “(III) measures of students’ so-  
20 cial emotional skills, habits, and  
21 mindsets;

22 “(iii) describes—

23 “(I) the integrated student sup-  
24 ports, expanded and enriched learning  
25 time and opportunities, and family

1 and community engagement activities  
2 offered by the full-service community  
3 school program at the eligible school;  
4 and

5 “(II) the collaborative leadership  
6 and practice structures in place at the  
7 eligible school;

8 “(iv) includes information on the  
9 number, qualifications, experience, and re-  
10 tention of school staff at the eligible  
11 school, including the number and percent-  
12 age of fully certified teachers,  
13 disaggregated by race and ethnicity, and  
14 rates of teacher turnover; and

15 “(v) details academic and whole-child  
16 outcomes in the eligible school, as aligned  
17 with the results framework of the eligible  
18 entity, which may include information on  
19 school readiness, mental and physical  
20 health, academic achievement, high school  
21 graduation rates, college acceptance and  
22 matriculation, reduced racial and economic  
23 achievement gaps, school climate, and  
24 school attendance; and

1           “(B) identifies any cost savings from  
2 greater coordination between full-service com-  
3 munity schools and partner organizations in  
4 providing services through the full-service com-  
5 munity school program, including any integra-  
6 tion of grant funds with funding from commu-  
7 nity partners and existing funding streams, and  
8 changes in school spending as a result of the  
9 full-service community school program.

10       “(d) EXPANSION GRANTS.—

11           “(1) ELIGIBLE EXPANSION GRANT RECIPI-  
12 ENTS.—

13           “(A) IN GENERAL.—In order to receive an  
14 expansion grant under this subsection, an eligi-  
15 ble entity shall, as of the date of application  
16 under this subsection, operate 1 or more—

17                   “(i) full-service community schools  
18 supported under subsection (c) or (e); or

19                   “(ii) full-service community schools  
20 supported under another source of funding.

21           “(B) SPECIAL RULE.—For purposes of  
22 subparagraph (A)(ii), the Secretary may deem a  
23 school to be a full-service community school if  
24 the school provides integrated student supports  
25 in a manner that is, as determined by the Sec-

1           retary, sufficiently similar to a full-service com-  
2           munity school supported under subsection (c).

3           “(2) APPLICATIONS.—An eligible entity that de-  
4           sires an expansion grant under this subsection shall  
5           submit an application to the Secretary for each eligi-  
6           ble school proposed to be served. The application  
7           shall include the following:

8                   “(A) A needs and assets assessment for  
9                   the eligible school.

10                   “(B) Information about the school that in-  
11                   cludes—

12                           “(i) student demographic, academic  
13                           opportunity and achievement, and school  
14                           climate data—

15                                   “(I) disaggregated by major de-  
16                                   mographic groups, including—

17   “(aa) student subgroups (as  
18   defined under section  
19   1111(c)(2)), students experi-  
20   encing homelessness, and chil-  
21   dren or youth in foster care; and

22   “(bb) eligibility for a free or  
23   reduced price lunch under the  
24   Richard B. Russell National

1 School Lunch Act (42 U.S.C.  
2 1751 et seq.); and

3 “(II) including the number of  
4 students who are children with dis-  
5 abilities;

6 “(ii) a description of the need for, and  
7 access to, integrated student supports;

8 “(iii) a description of the need for,  
9 and access to, expanded and enriched  
10 learning time and opportunities;

11 “(iv) school funding information, in-  
12 cluding Federal, State, Tribal, local, and  
13 private education funding, and per-pupil  
14 spending, based on actual salaries of per-  
15 sonnel assigned to the eligible school;

16 “(v) information on the number,  
17 qualifications, experience, and stability of  
18 school staff, including the number and per-  
19 centage of fully certified teachers,  
20 disaggregated by race and ethnicity, and  
21 rates of teacher turnover;

22 “(vi) active family and community en-  
23 gagement information, including—

24 “(I) family and community needs  
25 based on surveys, information from

1 public meetings, or information gath-  
2 ered by other means;

3 “(II) efforts to provide culturally  
4 and linguistically inclusive commu-  
5 nication between schools and families;  
6 and

7 “(III) need for and access to  
8 family and community engagement ac-  
9 tivities;

10 “(vii) collaborative leadership and  
11 practices, including a description of the eli-  
12 gible school’s community-wide leadership  
13 team, school-based leadership teams, edu-  
14 cator learning communities, and common  
15 planning time for educators;

16 “(viii) opportunities for partnerships  
17 with entities that can partner with the eli-  
18 gible school to establish or strengthen a  
19 community-wide leadership structure; and

20 “(ix) community climate indicators,  
21 including housing instability, unemploy-  
22 ment, poverty, availability of jobs that  
23 offer a living wage, health indicators,  
24 youth employment, access to parks, envi-

1           ronmental hazards, crime, and gang activ-  
2           ity.

3           “(C) A full-service community school plan,  
4           which shall include a description of—

5                   “(i) how the community school coordi-  
6                   nator and, as applicable, community school  
7                   initiative director, and community-wide  
8                   leadership team will be expected to fulfill  
9                   their responsibilities;

10                   “(ii) the collaborative leadership and  
11                   practices structures and strategies to be  
12                   used;

13                   “(iii) the integrated student supports  
14                   or services provided by partner entities, ex-  
15                   panded and enriched learning time and op-  
16                   portunities, and active family and commu-  
17                   nity engagement activities that will be tai-  
18                   lored to the needs and assets assessment  
19                   and provided in accordance with this sub-  
20                   section;

21                   “(iv) how the eligible school will pro-  
22                   vide culturally and linguistically inclusive  
23                   communication between schools and fami-  
24                   lies;

1                   “(v) how the eligible school will estab-  
2                   lish and maintain partnerships—

3                                 “(I) to implement and sustain  
4                                 the full-service community school  
5                                 plan; and

6                                 “(II) that will participate in a  
7                                 community-wide leadership structure;

8                                 “(vi) how activities chosen will rein-  
9                                 force, and not duplicate, existing programs  
10                                 and activities at the eligible school as of  
11                                 the date of application; and

12                                 “(vii) if applicable, a description of  
13                                 the additional Federal, State, local, and  
14                                 private funds that will be accessed to carry  
15                                 out activities under the grant.

16                                 “(D) A data-sharing agreement between  
17                                 the local educational agency and partner enti-  
18                                 ties and services that ensure the sharing of rel-  
19                                 evant real-time student data to determine the  
20                                 provision of services and assess program  
21                                 progress and quality.

22                                 “(E) An assurance that any grant funds  
23                                 awarded will benefit members of the community  
24                                 served without discrimination based on race,



1 color, religion, sex (including sexual orientation  
2 and gender identity), age, or disability.

3 “(F) An assurance that any full-service  
4 community school opened with the use of grant  
5 funds will hold leadership team meetings that  
6 are open to the public, and that records related  
7 to finances, personnel, and other decision-  
8 making processes for those schools are made  
9 available for public review.

10 “(3) USES OF FUNDS.—An eligible entity re-  
11 ceiving an expansion grant under this subsection  
12 shall use grant funds to—

13 “(A) carry out projects that propose to  
14 deepen and expand the eligible entity’s invest-  
15 ment in full-service community schools, in a  
16 manner that includes partners, such as—

17 “(i) students, families, educators,  
18 principals, and other school leaders of  
19 identified eligible schools;

20 “(ii) service providers, including po-  
21 tential service providers, and system-level  
22 partners, such as government agencies, In-  
23 dian Tribes, Tribal organizations, Native  
24 Hawaiian organizations, relevant labor or-

1 organizations, and nonprofit and other com-  
2 munity-based partners; and

3 “(iii) community members, such as  
4 residents, community led councils, local  
5 businesses, stakeholders, early childhood  
6 education providers, hospitals or clinics,  
7 community organizations, and local non-  
8 profit organizations; and

9 “(B) scale up or expand a full-service com-  
10 munity school described in paragraph (1) that  
11 the eligible entity is operating as of the date of  
12 application, including by—

13 “(i) funding a community school coor-  
14 dinator to work at the proposed eligible  
15 school or for the eligible entity;

16 “(ii) funding an initiative-level com-  
17 munity school coordinator to support all  
18 existing full-service community schools de-  
19 scribed in paragraph (1), and new full-  
20 service community schools, supported by  
21 the eligible entity;

22 “(iii) creating or strengthening a com-  
23 munity-wide leadership team that, with re-  
24 spect to all full-service community schools  
25 supported by the eligible entity, provides—

- 1                   “(I) a results-based vision for the  
2 full-service community schools;  
3                   “(II) data and evaluation;  
4                   “(III) finance and resource devel-  
5 opment;  
6                   “(IV) alignment and integration  
7 of the goals of the full-service commu-  
8 nity schools with the pillars of com-  
9 munity schools, and implementation of  
10 those goals;  
11                   “(V) supportive policy and prac-  
12 tices;  
13                   “(VI) professional development  
14 for staff and technical assistance;  
15                   “(VII) broad community engage-  
16 ment;  
17                   “(VIII) meetings that are open to  
18 the public, and records related to fi-  
19 nances, personnel, and other decision-  
20 making processes that are made avail-  
21 able for public review; and  
22                   “(IX) supporting overlapping  
23 needs of existing full-service commu-  
24 nity schools described in paragraph  
25 (1);

1           “(iv) identifying an intermediary enti-  
2           ty (which can be the local educational  
3           agency or another local government agency  
4           or a combination of these agencies in part-  
5           nership with a nonprofit organization) to  
6           provide planning, coordination, and man-  
7           agement of the full-service community  
8           school initiative supported under the grant,  
9           in consultation with the community-wide  
10          leadership team and full-service community  
11          school sites;

12          “(v) creating an internal process to  
13          replicate the existing full-service commu-  
14          nity schools described in paragraph (1) in  
15          other eligible schools;

16          “(vi) conducting a needs and assets  
17          assessment and crafting a full-service com-  
18          munity school plan for each eligible school  
19          to be served by the grant, led by the com-  
20          munity school coordinator;

21          “(vii) providing resources for addi-  
22          tional full-service community schools,  
23          which shall serve members of the commu-  
24          nity without discrimination based on race,  
25          color, religion, sex (including sexual ori-

1 entation and gender identity), age, or dis-  
2 ability;

3 “(viii) carrying out any activity de-  
4 scribed in subsection (b)(2) in order to es-  
5 tablish new full-service community schools;

6 “(ix) carrying out any activity de-  
7 scribed in subparagraph (D), (E), (F),  
8 (G), or (H) of subsection (c)(4) at an ex-  
9 isting full-service community school de-  
10 scribed in paragraph (1); or

11 “(x) funding an evaluation of activi-  
12 ties supported by the grant under this sec-  
13 tion by—

14 “(I) regularly tracking full-serv-  
15 ice community school data;

16 “(II) supporting full-service com-  
17 munity schools in collecting data for  
18 analysis, evaluation, and continuous  
19 improvement; or

20 “(III) carrying out an evaluation  
21 of the effects of each existing full-  
22 service community school described in  
23 paragraph (1) that is supported under  
24 this section and an evaluation of the

1 cumulative effects of all full-service  
2 community schools.

3 “(4) EXPANSION GRANT REPORT.—At the end  
4 of the grant period, an eligible entity that received  
5 a grant under this subsection shall prepare and com-  
6 plete a report, designed by the Secretary, that—

7 “(A) details the impact of the full-service  
8 community school program on student opportu-  
9 nities and outcomes, including academic  
10 achievement;

11 “(B) demonstrates district-wide collabora-  
12 tion for the full-service community schools;

13 “(C) includes school climate information  
14 for all full-service community schools served by  
15 the same local educational agency as the full-  
16 service community school that is supported  
17 under the grant;

18 “(D) describes—

19 “(i) the integrated student supports,  
20 expanded and enriched learning time and  
21 opportunities, and family and community  
22 engagement activities offered through the  
23 grant; and

1                   “(ii) the collaborative leadership and  
2                   practice structures in place at both the  
3                   school and community levels; and

4                   “(E) identifies any cost savings from  
5                   greater coordination between full-service com-  
6                   munity schools and partner organizations in  
7                   providing services through the full-service com-  
8                   munity school program supported under this  
9                   subsection, including any—

10                   “(i) integration of grant funds with  
11                   funding from community partners and ex-  
12                   isting funding streams as of the day before  
13                   the receipt of the grant under this sub-  
14                   section; and

15                   “(ii) changes in school spending as a  
16                   result of the full-service community school  
17                   program supported under this subsection.

18                   “(e) RENEWAL.—

19                   “(1) IN GENERAL.—Notwithstanding any other  
20                   provisions of this section, the Secretary may renew  
21                   a grant provided to an eligible entity under sub-  
22                   section (c) or (d) for an additional period of not to  
23                   exceed 5 years, if the eligible entity—

1           “(A) has satisfactorily completed an imple-  
2           mentation or expansion grant under subsection  
3           (c) or (d), respectively;

4           “(B) applies for a renewal under this sub-  
5           section; and

6           “(C) details academic and whole-child out-  
7           comes for all students and each subgroup of  
8           students, as defined in section 1111(c)(2), in  
9           the eligible schools assisted under the grant  
10          that aligns with the results framework of the el-  
11          igible entity, which may include information on  
12          school readiness, mental and physical health,  
13          academic achievement, high school graduation  
14          rates, postsecondary education acceptance and  
15          matriculation, reduced racial and economic op-  
16          portunity and achievement gaps, school climate,  
17          and school attendance.

18          “(2) USE OF FUNDS.—An eligible entity that  
19          has a grant renewed under this subsection shall—

20                 “(A) use the grant funds provided for ac-  
21                 tivities described in subsection (c)(4), in the  
22                 case of a renewed implementation grant, or sub-  
23                 section (d)(3), in the case of a renewed expan-  
24                 sion grant; and



1           “(B) be subject to all requirements, includ-  
2           ing reporting requirements, under subsection  
3           (c) or (d), as applicable.

4           “(f) STATE GRANTS.—

5           “(1) IN GENERAL.—A State receiving a grant  
6           under subsection (a)(1)(B) shall use the grant for  
7           the planning, implementation, and expansion of full-  
8           service community schools in the State, in accord-  
9           ance with paragraph (3).

10          “(2) APPLICATIONS.—A State desiring a grant  
11          under this subsection shall submit an application to  
12          the Secretary at such time, in such manner, and  
13          containing such information as the Secretary may  
14          require, including the following:

15                 “(A) Information about State spending on  
16                 education priorities, policies, and programs that  
17                 is consistent with the pillars of community  
18                 schools.

19                 “(B) A plan for creating a State liaison  
20                 position who will—

21                         “(i) oversee the implementation of  
22                         funds under this grant; and

23                         “(ii) support and coordinate full-serv-  
24                         ice community school efforts in the State  
25                         educational agency.

1           “(C) A description of the full-service com-  
2           munity schools in the State, as of the date of  
3           application.

4           “(D) A description of the State’s initial  
5           goals for the grant.

6           “(E) An assurance that the State will  
7           use—

8                   “(i) not more than 5 percent of the  
9                   grant funds awarded under this subsection  
10                  for the administration costs of the grant;  
11                  and

12                   “(ii) not less than 95 percent of such  
13                   funds to directly benefit local educational  
14                   agencies or public elementary schools or  
15                   secondary schools, through supporting pro-  
16                   fessional development, providing direct  
17                   support or technical assistance, or award-  
18                   ing subgrants to local educational agencies  
19                   under paragraph (4)(B).

20           “(F) An assurance that any grant funds  
21           awarded will benefit members of the community  
22           served without discrimination based on race,  
23           color, religion, gender (including sexual orienta-  
24           tion and gender identity), age, or disability.

1           “(G) An assurance that any full-service  
2           community school supported by grant funds will  
3           hold leadership team meetings that are open to  
4           the public, and that records related to finances,  
5           personnel, and other decisionmaking processes  
6           for those schools are made available for public  
7           review.

8           “(3) REQUIRED ACTIVITIES.—A State edu-  
9           cational agency receiving a grant under this sub-  
10          section shall—

11           “(A) provide subgrants to local educational  
12           agencies in accordance with subsection (c) or  
13           (d) to start new full-service community schools  
14           or sustain existing full-service community  
15           schools as of the date of receiving funds for the  
16           subgrant, and distribute such subgrants in a  
17           manner that ensures that Federal resources are  
18           going to students who need those resources;

19           “(B) establish goals for increasing State  
20           spending on student supports consistent with  
21           the pillars of community schools, using a results  
22           framework established by the State;

23           “(C) establish a State-level steering com-  
24           mittee in accordance with paragraph (4);

1           “(D) develop or provide resources to help  
2 local educational agencies in the State identify,  
3 assess needs for, and implement full-service  
4 community schools throughout the State;

5           “(E) establish goals on the implementation  
6 and expansion of full-service community schools  
7 throughout the State;

8           “(F) provide resources to foster statewide  
9 engagement on the social, emotional, mental  
10 health, and academic benefits of implementing  
11 full-service community schools;

12           “(G) develop a plan to include full-service  
13 community schools in the State plans under  
14 section 1111 and for long-term State support of  
15 full-service community schools;

16           “(H) work with State legislatures to sup-  
17 port full-service community schools in State  
18 planning and budgeting; and

19           “(I) work with local educational agencies  
20 and technical assistance providers to provide  
21 evidence-based technical assistance specifically  
22 for the implementation of full-service commu-  
23 nity schools to local educational agencies or  
24 schools.

25           “(4) STEERING COMMITTEE.—

1           “(A) IN GENERAL.—Each State edu-  
2           cational agency receiving a grant under this  
3           subsection shall establish a State-level steering  
4           committee (which may be a previously existing  
5           team) that represents relevant full-service com-  
6           munity schools stakeholders and service pro-  
7           viders participating in the full-service commu-  
8           nity schools model, which may include—

9                   “(i) students, families, educators,  
10                  principals, and other school leaders of  
11                  identified eligible schools;

12                  “(ii) service providers, including po-  
13                  tential service providers, and system-level  
14                  partners, such as government agencies, In-  
15                  dian Tribes, Tribal organizations, Native  
16                  Hawaiian organizations, relevant labor or-  
17                  ganizations, and nonprofit and other com-  
18                  munity-based partners; and

19                  “(iii) community members, such as  
20                  residents, community led councils, local  
21                  businesses, stakeholders, early childhood  
22                  education providers, hospitals or clinics,  
23                  community organizations, and local non-  
24                  profit organizations.

1           “(B) COMPOSITION.—The steering com-  
2           mittee shall include not less than 10 members  
3           and shall be chaired by a full-service community  
4           school stakeholder, or co-chaired by a full-serv-  
5           ice community school stakeholder and a rep-  
6           resentative of the State educational agency.

7           “(C) AUTHORITY.—The State educational  
8           agency receiving a grant under this subsection  
9           may give the steering committee authority to  
10          make decisions about the design, implementa-  
11          tion, and evaluation of State efforts relating to  
12          grants under this subsection.

13          “(D) PUBLIC MEETING.—Meetings of the  
14          steering committee shall be open to the public.

15          “(E) TECHNICAL ASSISTANCE CENTER.—If  
16          the State educational agency chooses to operate  
17          a State technical assistance center, as described  
18          in paragraph (5)(B), the steering committee  
19          shall be responsible for such center.

20          “(5) PERMISSIBLE ACTIVITIES.—A State edu-  
21          cational agency may use funds provided under a  
22          grant under this subsection to—

23                 “(A) work with institutions of higher edu-  
24                 cation to provide technical assistance and sup-  
25                 port for developing and sustaining full-service

1 community school initiatives across the State,  
2 which may include research partnerships and  
3 programs related to career and technical edu-  
4 cation;

5 “(B) provide subgrants to institutions of  
6 higher education or nonprofit organizations to  
7 operate a State technical assistance center;

8 “(C) provide professional development and  
9 coaching for full-service community school staff;

10 “(D) provide strategic planning support  
11 for local educational agencies and schools;

12 “(E) develop infrastructure to support  
13 partnerships, at the local educational agency  
14 level, to provide resources for schools;

15 “(F) work with schools and local edu-  
16 cational agencies to develop and implement re-  
17 storative practice principles and provide re-  
18 sources and professional development to pro-  
19 mote culturally competent pedagogy and prac-  
20 tices;

21 “(G) work with local educational agencies,  
22 and partner organizations who are interested in  
23 working with local educational agencies to  
24 adopt or expand full-service community schools  
25 in the State, on the planning and sustainability

1 of the State full-service community school pro-  
2 gram;

3 “(H) work with local educational agencies  
4 on how to coordinate with counties, cities, and  
5 other units of local government to coordinate  
6 supports to provide resources for full-service  
7 community schools, including resources for ca-  
8 reer and technical education;

9 “(I) provide guidance to public health and  
10 other healthcare organizations interested in  
11 supporting school-based efforts and help con-  
12 nect such organizations with local educational  
13 agencies working on full-service community  
14 school efforts; or

15 “(J) work with local educational agencies  
16 to—

17 “(i) support and expand full-service  
18 community schools for local educational  
19 agencies that make a commitment to sus-  
20 tain activities supported by a grant under  
21 this section beyond 2 years after the term  
22 of the grant; and

23 “(ii) ensure that funding available to  
24 local educational agencies that receive a  
25 subgrant under paragraph (3) is commen-



1           surate with the number of schools that will  
2           be served with subgrant funds.

3           “(6) CONTINUATION GRANTS.—Notwith-  
4           standing any other provision of this subsection, the  
5           Secretary may award a State that has received a  
6           grant under paragraph (1) with not more than 1 ad-  
7           ditional 1- to 5-year continuation grant if the State  
8           applies for such a grant, to be used to carry out ac-  
9           tivities described in paragraphs (3) and (4).

10          “(7) STATE GRANT EVALUATION AND RE-  
11          PORT.—At the end of the grant period for a grant  
12          under this subsection (including any continuation  
13          grant awarded under paragraph (5)), each eligible  
14          State shall undergo an evaluation designed by the  
15          Secretary. The evaluation shall include, at a min-  
16          imum, each of the following:

17                 “(A) The data described in subsection  
18                 (d)(2)(B)(i)—

19                         “(i) for participating full-service com-  
20                         munity schools; and

21                         “(ii) for other elementary and sec-  
22                         ondary schools in the State.

23                 “(B) The information described in sub-  
24                 section (d)(2)(B)(ii) for the State.

1           “(C) The information described in sub-  
2 section (d)(2)(B)(iii).

3           “(D) An evaluation of full-service commu-  
4 nity schools in the State, as compared to those  
5 schools before they became full-service commu-  
6 nity schools or as compared to similar schools  
7 in the State, including the following data  
8 disaggregated by subgroups of students, as de-  
9 fined in section 1111(c)(2):

10           “(i) An analysis of the progress on  
11 meeting the goals described in paragraph  
12 (3)(B).

13           “(ii) Student chronic absenteeism  
14 rates.

15           “(iii) Student discipline rates, includ-  
16 ing suspensions and expulsions.

17           “(iv) School climate information,  
18 which may come from student, parent, or  
19 teacher surveys.

20           “(v) School provision of integrated  
21 student supports and community services.

22           “(vi) Expanded and enriched learning  
23 time and opportunities.

24           “(vii) Family and community engage-  
25 ment efforts and impact.

1           “(viii) Information on the number,  
2           qualifications, and retention of school staff,  
3           including the number and percentage of  
4           fully certified teachers, disaggregated by  
5           race and ethnicity, and rates of teacher  
6           turnover.

7           “(ix) Graduation rates.

8           “(x) Changes in school spending infor-  
9           mation.

10          “(xi) Collaborative leadership and  
11          practice strategies, which may include—

12               “(I) building the capacity of edu-  
13               cators, principals, other school lead-  
14               ers, and other staff to lead collabo-  
15               rative school improvement structures,  
16               such as professional learning commu-  
17               nities;

18               “(II) regularly convening or en-  
19               gaging stakeholders and service pro-  
20               viders participating in the full-service  
21               community schools model, such as—

22                       “(aa) students, families,  
23                       educators, principals, and other  
24                       school leaders of identified eligi-  
25                       ble schools;

1           “(bb) service providers, in-  
2           cluding potential service pro-  
3           viders, and system-level partners,  
4           such as government agencies, In-  
5           dian Tribes, Tribal organizations,  
6           Native Hawaiian organizations,  
7           relevant labor organizations, and  
8           nonprofit and other community-  
9           based partners; and

10           “(cc) community members,  
11           such as residents, community led  
12           councils, local businesses, stake-  
13           holders, early childhood education  
14           providers, hospitals or clinics,  
15           community organizations, and  
16           local nonprofit organizations;

17           “(III) regularly assessing pro-  
18           gram quality and progress through in-  
19           dividual student data, participant  
20           feedback, and aggregate outcomes to  
21           develop strategies for improvement;  
22           and

23           “(IV) organizing school personnel  
24           and community partners into working  
25           teams focused on specific issues iden-

1                   tified in the needs and assets assess-  
2                   ment.

3           “(g) BUREAU OF INDIAN EDUCATION AND TRIB-  
4 ALLY-CONTROLLED FULL-SERVICE COMMUNITY SCHOOLS  
5 PROGRAM.—

6                   “(1) IN GENERAL.—The Secretary, in coordina-  
7                   tion with the Secretary of the Interior, and in con-  
8                   sultation with Indian Tribes, shall—

9                           “(A) develop and implement a full-service  
10                           community schools program plan for elementary  
11                           and secondary Bureau schools (as defined in  
12                           section 1141 of the Education Amendments of  
13                           1978 (25 U.S.C. 2021)); and

14                           “(B) award planning and capacity build-  
15                           ing, implementation, expansion and renewal  
16                           grants to elementary and secondary Bureau-  
17                           funded schools described in subparagraphs (B)  
18                           and (C) of section 1141(3) of the Education  
19                           Amendments of 1978 (25 U.S.C. 2021(3)).

20                           “(2) SPECIAL RULE.—The Secretary, in con-  
21                           sultation with the Secretary of the Interior and In-  
22                           dian Tribes, may waive any requirement under this  
23                           section or prescribe an alternative or substantially  
24                           similar requirement if the Secretary finds that the  
25                           waiver or alternative requirement is necessary for

1 the effective delivery and administration of activities  
2 under this section.

3 “(h) REPORT TO CONGRESS.—

4 “(1) IN GENERAL.—Not later than 5 years  
5 after the date of enactment of the Full-Service Com-  
6 munity School Expansion Act of 2023, the Secretary  
7 shall prepare and submit to Congress a report on  
8 the impact of the full-service community school pro-  
9 gram supported under this section.

10 “(2) PUBLIC AVAILABILITY.—The report re-  
11 quired under paragraph (1) shall be made publicly  
12 available via the Department’s website and shall in-  
13 clude data presented in such a manner as to be eas-  
14 ily searchable.

15 “(3) CONTENTS.—The report shall include—

16 “(A) data gathered under the program  
17 under this section, in the aggregate and  
18 disaggregated by the categories described in  
19 subsection (d)(2)(B)(i);

20 “(B) the impact of the grant program on  
21 student outcomes, which shall include academic  
22 performance and high-school graduation rates  
23 for each eligible school; and

24 “(C) if applicable, recommendations on  
25 how to better equip the grant program to meet

1 the needs of students, particularly as needed to  
2 assist local educational agencies with the high-  
3 est poverty levels.

4 “(i) TECHNICAL ASSISTANCE.—

5 “(1) ASSISTANCE AND SUPPORT.—From  
6 amounts made available under subsection (a)(1)(C),  
7 the Secretary shall make technical assistance and  
8 support available to grant recipients under this sec-  
9 tion. Such support may consist of—

10 “(A) national and regional meetings for  
11 the personnel of full-service community schools;

12 “(B) full-service community school site vis-  
13 its based on need and scope of the grants pro-  
14 vided under this section; and

15 “(C) implementing strategies in the fol-  
16 lowing key areas:

17 “(i) Leveraging and coordinating the  
18 resources of other Federal, State, Indian  
19 Tribe, Tribal organization, Native Hawai-  
20 ian organization, and local systems, includ-  
21 ing systems that address healthcare or  
22 early childhood education and other Fed-  
23 eral programs, such as the Promise Neigh-  
24 borhoods program under section 4624 and  
25 the 21st Century Community Learning

1 Centers program under part B of this title,  
2 and assisting the efforts of local edu-  
3 cational agencies to secure such funding.

4 “(ii) Addressing data-sharing chal-  
5 lenges due to the requirements under sec-  
6 tion 444 of the General Education Provi-  
7 sions Act (20 U.S.C. 1232g) (commonly  
8 referred to as the ‘Family Educational  
9 Rights and Privacy Act of 1974’) and the  
10 Health Insurance Portability and Account-  
11 ability Act of 1996 (Public Law 104–191)  
12 by assisting with the implementation of  
13 waiver or nondisclosure agreement strate-  
14 gies that allow community partners to ac-  
15 cess data.

16 “(iii) Distributing materials that de-  
17 scribe the elements and advantages of full-  
18 service community schools, including ref-  
19 erences to governmental and nonprofit re-  
20 ports.

21 “(iv) Assisting any local educational  
22 agency in forming a task force to study the  
23 creation and administration of full-service  
24 community schools and connecting the  
25 local educational agency with other state-



1 wide institutions who might partner with  
2 the agency, including institutions of higher  
3 education or public health organizations.

4 “(v) Establishing a national steering  
5 committee—

6 “(I) composed of entities that re-  
7 ceived grants under this section for  
8 full-service community schools, edu-  
9 cation labor organization representa-  
10 tives, nonprofit full-service community  
11 school partners, research institutions  
12 with full-service community school ex-  
13 pertise, and other relevant stake-  
14 holders;

15 “(II) to determine standards for  
16 technical assistance for State edu-  
17 cational agencies, local educational  
18 agencies, and school sites; and

19 “(III) to support the development  
20 of tools for implementing full-service  
21 community schools for grantees under  
22 this section.

23 “(vi) Informing States, Indian Tribes,  
24 Tribal organizations, Native Hawaiian or-  
25 ganizations, elementary and secondary Bu-

1 reau-funded schools (as described in sub-  
2 paragraphs (B) and (C) of section 1141(3)  
3 of the Education Amendments of 1978),  
4 and local educational agencies of the avail-  
5 ability of grants under this section, and  
6 providing technical assistance to entities in  
7 applying for such grants.

8 “(vii) Informing State and local edu-  
9 cational agencies of other sources of fund-  
10 ing for full-service community schools, in-  
11 cluding funding under part A of title I,  
12 school improvement grants under section  
13 1003, 21st century community learning  
14 center grants under part B of this title,  
15 and any other Federal grants or sources of  
16 funding.

17 “(viii) Facilitating effective coordina-  
18 tion among State agencies in the deploy-  
19 ment of resources and services such as  
20 health, nutrition, and other supports.

21 “(2) TECHNICAL ASSISTANCE CENTER.—

22 “(A) IN GENERAL.—From amounts made  
23 available to carry out this subsection, the Sec-  
24 retary may establish a technical assistance cen-  
25 ter to provide technical assistance to full-service

1 community schools, eligible entities, and States  
2 under this section.

3 “(B) REQUIREMENTS.—The technical as-  
4 sistance center shall be overseen and designed  
5 by the national steering committee described in  
6 paragraph (1)(C)(v) and may include represent-  
7 atives from the State steering committees de-  
8 scribed in subsection (f)(3)(C).”.

9 (d) CONFORMING AMENDMENTS.—Section 4623 of  
10 the Elementary and Secondary Education Act of 1965 (20  
11 U.S.C. 7273) is amended—

12 (1) in subsection (a)—

13 (A) by redesignating paragraph (2) as  
14 paragraph (3); and

15 (B) by striking paragraph (1) and insert-  
16 ing the following:

17 “(1) PROMISE NEIGHBORHOODS.—The Sec-  
18 retary shall use not less than 95 percent of the  
19 amounts made available under section 4601(b)(2)(B)  
20 to award grants, on a competitive basis and subject  
21 to subsection (e), to eligible entities for the imple-  
22 mentation of a comprehensive, effective continuum  
23 of coordinated services that meets the purpose de-  
24 scribed in section 4621(1) by carrying out activities  
25 in neighborhoods—

1           “(A) that have—  
2                 “(i) high concentrations of low-income  
3 individuals; and  
4                 “(ii) multiple signs of distress, which  
5 may include high rates of poverty, child-  
6 hood obesity, academic challenges, and ju-  
7 venile delinquency, adjudication, or incar-  
8 ceration; and  
9           “(B) that may have schools implementing  
10 comprehensive support and improvement activi-  
11 ties or targeted support and improvement ac-  
12 tivities under section 1111(d).  
13           “(2) FULL-SERVICE COMMUNITY SCHOOLS AU-  
14 THORIZED.—The Secretary shall use the amounts  
15 made available under section 4601(c) to carry out  
16 the full-service community school program under  
17 section 4625(a).”;  
18           (2) in subsection (b)—  
19                 (A) in the subsection heading, by inserting  
20 “OF PROMISE NEIGHBORHOODS GRANTS” after  
21 “DURATION”; and  
22                 (B) by striking “under this subpart” and  
23 inserting “under subsection (a)(1)”;  
24           (3) in subsection (c)—

1 (A) in the subsection heading, by inserting  
2 “FOR PROMISE NEIGHBORHOODS GRANTS”  
3 after “FUNDING”;

4 (B) by striking “under this subpart” and  
5 inserting “under subsection (a)(1)”; and

6 (C) by striking “meeting—” and all that  
7 follows through the period at the end and in-  
8 serting the following: “meeting the performance  
9 metrics described in section 4624(h).”;

10 (4) in subsection (d)—

11 (A) by striking paragraph (2);

12 (B) by redesignating paragraph (3) as  
13 paragraph (2); and

14 (C) in paragraph (2), as redesignated by  
15 subparagraph (B), by striking “under this sub-  
16 part” each place the term appears and inserting  
17 “under subsection (a)(1)”;

18 (5) in subsection (e), by inserting “and  
19 amounts provided under section 4601(c)” after  
20 “subsection (a)”;

21 (6) in subsection (f)—

22 (A) in the subsection heading, by inserting  
23 “PROMISE NEIGHBORHOOD” before “GRANTS”;

1           (B) by striking “and not fewer than 10  
2           grants for activities described in section 4625”;  
3           and

4           (C) by striking “the requirements of sub-  
5           section (a)(2)” and inserting “the requirements  
6           of subsection (a)(3)”.

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