

118TH CONGRESS
1ST SESSION

S. _____

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

IN THE SENATE OF THE UNITED STATES

Mr. BROWN introduced the following bill; which was read twice and referred to the Committee on _____

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”.

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

7 (a) **AUTHORIZATION OF APPROPRIATIONS.**—Section
8 4601 of the Elementary and Secondary Education Act of
9 1965 (20 U.S.C. 7251) is amended—

1 (1) in the matter preceding paragraph (1) of
2 subsection (a), by inserting “(except for section
3 4625)” after “part”;

4 (2) in the matter preceding clause (i) of sub-
5 section (b)(2)(B), by inserting “(except for section
6 4625)” after “subpart 2”; and

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

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

11 “(1) \$500,000,000 for fiscal year 2024;

12 “(2) \$600,000,000 for fiscal year 2025;

13 “(3) \$700,000,000 for fiscal year 2026;

14 “(4) \$850,000,000 for fiscal year 2027; and

15 “(5) \$1,000,000,000 for fiscal year 2028.”.

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

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

21 (2) by inserting before paragraph (5), as redес-
22 ignated by paragraph (1), the following:

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

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

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

13 “(C) serves as a member of the school-
14 based leadership team for each such eligible
15 school;

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

20 “(E) leads regular continuous improvement
21 activities at each such eligible school.

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

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

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

12 “(C) provides support and guidance to
13 community school coordinators.

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

19 “(A) is responsible for guiding the vision,
20 policy, resource alignment, implementation,
21 oversight, and goal-setting for full-service com-
22 munity school efforts within a local educational
23 agency;

24 “(B) includes—

1 “(i) representatives from the local
2 educational agency;

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

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

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

18 “(v) if applicable, the community
19 school initiative director; and

20 “(C) may—

21 “(i) be created for the purposes of
22 supporting and sustaining full-service com-
23 munity schools or may already exist at the
24 time the eligible entity submits its applica-
25 tion;

1 “(ii) solely focus on full-service com-
2 munity schools or have additional functions
3 and responsibilities;

4 “(iii) contribute to the development of
5 an application for a full-service community
6 school; or

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

11 “(4) EDUCATOR LEARNING COMMUNITIES.—

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

19 (3) in paragraph (5), as redesignated by para-
20 graph (1)—

21 (A) in the matter preceding clause (i) of
22 subparagraph (A), by striking “section
23 4623(a)(1)(A)” and inserting “section
24 4623(a)(1)”;

25 (B) in subparagraph (A)—

1 (i) in clause (ii), by striking “(25
2 U.S.C. 450b)” and inserting “(25 U.S.C.
3 5304)”; and

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

7 (C) by amending subparagraph (B) to read
8 as follows:

9 “(B) With respect to a grant for activities
10 described in section 4623(a)(2), a consortium
11 of—

12 “(i) 1 or more local educational agen-
13 cies; and

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

19 (4) by inserting after paragraph (5), as redesi-
20 gnated by paragraph (1), the following:

21 “(6) ELIGIBLE SCHOOL.—The term ‘eligible
22 school’ means a public elementary school or sec-
23 ondary school that—

24 “(A) has a student body with regard to
25 which not less than 40 percent of students are

1 eligible for a free or reduced-price lunch under
2 the Richard B. Russell National School Lunch
3 Act (42 U.S.C. 1751 et seq.); or

4 “(B) has been identified for comprehensive
5 support and improvement, targeted support and
6 improvement, or additional targeted support
7 pursuant to section 1111(d) or otherwise has
8 been identified by the State as a school in need
9 of additional support.”;

10 (5) in paragraph (7), as redesignated by para-
11 graph (1)—

12 (A) in subparagraph (A), by striking
13 “and” after the semicolon;

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

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

17 “(C) incorporates the pillars of community
18 schools.”;

19 (6) by inserting after paragraph (7), as redesign-
20 nated by paragraph (1), the following:

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

24 “(A) Integrated student supports for the
25 students of a community school that provide in-

1 and out-of-school support for students, address
2 well-being, address out-of-school barriers to
3 learning through partnerships with social and
4 health services agencies, including mental and
5 behavioral health agencies and providers, and
6 are coordinated by a community school coordi-
7 nator, which may include—

8 “(i) medical, dental, vision care, and
9 mental and behavioral health services, in-
10 cluding mental health literacy for students
11 and staff; and

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

19 “(B) Expanded and enriched learning time
20 and opportunities, including evidence-based
21 strategies, and including before-school, after-
22 school, during-school, weekend, and summer
23 programs that provide additional academic in-
24 struction, individualized academic support, en-

1 community school’s decisionmaking
2 processes;

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

9 “(III) provides adults with de-
10 sired educational and other opportuni-
11 ties; and

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

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

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

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

17 “(iii) may include other leadership or
18 governance teams, community school steer-
19 ing committees, or other community coal-
20 itions, educator collaborative learning com-
21 munities, and other staff to manage the
22 multiple, complex joint work of school and
23 community organizations; and

24 “(iv) ensure that school governance
25 teams emphasize representation among

1 historically marginalized groups and reflect
2 the diversity of community, including di-
3 versity with respect to language, race, eth-
4 nicity, socioeconomic status, and role in
5 the schooling process.

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

16 “(i) instructional resources, cur-
17 riculum, and professional learning that are
18 modified to reflect and support a commu-
19 nity-based learning approach in community
20 schools, emphasizing locally designed com-
21 munity-based curriculum and pedagogy to
22 improve students’ sense of agency; or

23 “(ii) development and administration
24 of assessments that provide evidence of the
25 impact or value of community-based peda-

1 gogy (such as performance assessments
2 that include capstone projects, portfolios,
3 and similar assessments).

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

17 “(i) emphasizing positive relationships
18 and interactions, and educators modeling
19 these relationships and interactions
20 through their own behavior;

21 “(ii) acknowledging and addressing
22 negative behaviors and chronic absenteeism
23 in developmentally appropriate and positive
24 ways; and

1 State’s ambitious long-term goals and indi-
2 cators, as described in section 1111(c)(4).

3 “(ii) Students are engaged and aca-
4 demically achieving in school.

5 “(iii) Students are physically and
6 mentally healthy, and are experiencing
7 positive social and emotional development,
8 including identity development.

9 “(iv) Schools and school neighbor-
10 hoods are safe and provide a positive and
11 equitable school climate for learning.

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

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

16 “(vii) Students are contributing to
17 their communities.

18 “(viii) Students are civically engaged
19 or are active participants in democracy.

20 “(ix) Students are not chronically ab-
21 sent.

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

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

1 “(i) is responsible for supporting the
2 implementation of a full-service community
3 school program; and

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

6 “(I) not less than 2 parents or
7 family members of students attending
8 the eligible school;

9 “(II) not less than 2 educators or
10 other staff from the eligible school;
11 and

12 “(III) all of the following:

13 “(aa) The principal of the
14 school.

15 “(bb) The community school
16 coordinator.

17 “(cc) Representatives of
18 nonprofit organizations that
19 serve the school.

20 “(dd) Community partners.

21 “(ee) School administration,
22 including administrative staff
23 and other non-instructional staff
24 such as specialized instructional
25 support personnel.

1 “(ii) 5-year implementation grants de-
2 scribed in subsection (c) to eligible entities,
3 in an amount of not less than \$250,000
4 each year for each eligible school to be
5 served by the eligible entity under the
6 grant; and

7 “(iii) expansion grants described in
8 subsection (d) to eligible entities, for a pe-
9 riod of not less than 3 and not more than
10 5 years, in an amount of not less than
11 \$300,000 each year and an additional
12 \$150,000 for each additional school, except
13 that for fiscal year 2024 through 2026, the
14 total funds for expansion grants under this
15 subparagraph shall be no more than 20
16 percent of the total amount available under
17 this paragraph;

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

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

24 “(2) RESERVATION OF FUNDS.—From the total
25 amount described under paragraph (1)(A) for a fis-

1 cal year, the Secretary shall reserve not less than 5
2 percent to carry out subsection (g).

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

6 “(A) a high-need local educational agency
7 or consortium of high-need local educational
8 agencies;

9 “(B) local educational agencies that receive
10 basic support payments under section
11 7003(b)(1);

12 “(C) a local educational agency or consor-
13 tium of local educational agencies located in a
14 rural area; or

15 “(D) Indian Tribes or Tribal organizations
16 (as those terms are defined in section 4 of the
17 Indian Self-Determination and Education As-
18 sistance Act (25 U.S.C. 5304)) or Native Ha-
19 waiian community-based organizations or Na-
20 tive Hawaiian educational organizations (as
21 those terms are defined in section 6207).

22 “(b) PLANNING AND CAPACITY BUILDING
23 GRANTS.—

24 “(1) APPLICATION.—An eligible entity that de-
25 sires a planning grant under subsection (a)(1)(A)(i)

1 shall submit an application to the Secretary at such
2 time and in such manner as the Secretary may re-
3 quire. The Secretary shall require that each such ap-
4 plication include all of the following:

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

6 “(B) An assurance that the eligible entity
7 will establish a community-wide leadership team
8 that contributes to the planning and implemen-
9 tation of a full-service community school pro-
10 gram.

11 “(C) A description of the capacity of the
12 eligible entity to coordinate and, in collabora-
13 tion with its partner entities, facilitate the im-
14 plementation of all pillars of community schools
15 at 1 or more full-service community schools
16 through an implementation grant under sub-
17 section (c), including by providing a description
18 of student, educator, family, and community en-
19 gagement to demonstrate the interest described
20 in subparagraph (D)(i).

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

23 “(i) show a strong interest, volun-
24 tarily, in participating in a full-service

1 community school supported by an imple-
2 mentation grant under subsection (c);

3 “(ii) have demonstrated significant
4 benefits to using a full-service community
5 school model—

6 “(I) including by providing data
7 regarding poverty rates, discipline
8 rates, academic opportunities and
9 achievement and other outcomes, stu-
10 dent physical and mental health, or
11 additional information connected to
12 the pillars of community schools; and

13 “(II) which may include pro-
14 viding documentation regarding
15 whether such school has been identi-
16 fied for comprehensive support and
17 improvement, targeted support and
18 improvement, or additional targeted
19 support pursuant to section 1111(d);
20 and

21 “(iii) have committed to establishing
22 or designating a school-based leadership
23 team to support the school’s full-service
24 community school initiative.

1 “(E) The designation of an individual to
2 serve as the district liaison for the area served
3 by the eligible entity, who will direct the plan-
4 ning and implementation of any grants under
5 this subsection or subsection (c) or (d), includ-
6 ing by coordinating with—

7 “(i) students, families, educators,
8 principals, and other school leaders of eligi-
9 ble schools identified under subparagraph
10 (D);

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

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

24 “(F) An identification of the initial com-
25 munity-wide leadership team for purposes of

1 this section and the school-based leadership
2 team for each eligible school identified under
3 subparagraph (D), and, if either such team
4 does not exist as of the date of the application,
5 the process that will be put in place to establish
6 such team.

7 “(G) If applicable, plans for hiring addi-
8 tional staff, providing additional compensation
9 to existing staff, or contracting with 1 or more
10 nonprofit entities to help the eligible entity
11 apply for an implementation grant under sub-
12 section (c).

13 “(H) A data-sharing agreement between
14 the local educational agency and partner enti-
15 ties and services that ensure the sharing of rel-
16 evant real-time student data to conduct the
17 needs and assets assessment described in para-
18 graph (2)(A)(i)(I).

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

24 “(J) An assurance that any full-service
25 community school opened with the use of grant

1 funds under this section will hold leadership
2 team meetings that are open to the public, and
3 that records related to finances, personnel, and
4 other decisionmaking processes for those
5 schools will be made available for public review.

6 “(2) PLANNING AND CAPACITY BUILDING
7 GRANT ACTIVITIES.—

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

11 “(i)(I) conduct a needs and assets as-
12 sessment for each eligible school partici-
13 pating in the grant that identifies the aca-
14 demic, social and emotional, physical and
15 mental health, and other needs of at least
16 50 percent of students, families, and school
17 staff, and engages a significant number of
18 community members for each school; and

19 “(II) analyze the results of the assess-
20 ment;

21 “(ii) hire or designate a community
22 school coordinator to lead the needs and
23 assets assessment;

1 stance abuse prevention and edu-
2 cation, mental and physical health
3 services, homeless prevention, eviction
4 protections, emergency and long-term
5 housing stability and affordable home
6 ownerships services, transportation,
7 job training, neighborhood develop-
8 ment, such as affordable housing and
9 economic development, and social wel-
10 fare services;

11 “(vii) complete a planning report, as
12 described in subparagraph (C), that details
13 the implementation plan before moving for-
14 ward with implementation;

15 “(viii) ensure that meetings of the
16 leadership teams are open to the public,
17 and that records related to finances, per-
18 sonnel, and other decisionmaking processes
19 are made available for public review;

20 “(ix) if necessary, hire and train addi-
21 tional staff, provide additional compensa-
22 tion to existing staff, or contract with a
23 nonprofit entity or entities to aid in the ac-
24 tivities necessary to apply for an imple-
25 mentation grant or implement the full-

1 service community school plan described in
2 clause (x); and

3 “(x) craft a full-service community
4 school plan for each eligible school identi-
5 fied under paragraph (1)(D), including a
6 description of—

7 “(I) how the community school
8 coordinator assigned to each such
9 school, community school initiative di-
10 rector, and community-wide leadership
11 team, will be expected to fulfill their
12 responsibilities;

13 “(II) how collaborative leadership
14 and practices structures and strate-
15 gies will be identified and used;

16 “(III) the integrated student sup-
17 ports or stakeholder services, ex-
18 panded and enriched learning time
19 and opportunities, and active family
20 and community engagement activities
21 that will be tailored to the needs and
22 assets assessment conducted under
23 clause (i)(I) and provided in each such
24 school;

1 “(IV) how each such school will
2 provide culturally and linguistically in-
3 clusive communication between such
4 school and families;

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

17 “(VI) how services and activities
18 described in subclause (III) to be pro-
19 vided will supplement, not supplant,
20 existing programs and activities at the
21 eligible school as of the date of appli-
22 cation; and

23 “(VII) if applicable, a description
24 of the additional Federal, State, local,
25 and private funds that will be

1 accessed to carry out activities de-
2 scribed in subclause (III).

3 “(B) REVISION OF COMMUNITY-WIDE
4 LEADERSHIP STRUCTURE.—An eligible entity
5 receiving a planning grant under this subsection
6 may revise the eligible entity’s community-wide
7 leadership team membership as needed to re-
8 flect—

9 “(i) the results of each eligible
10 school’s needs and asset assessment under
11 subparagraph (A)(i); and

12 “(ii) the eligible entity’s subsequent
13 identification of partner entities.

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

20 “(i) A description of the actions taken
21 to coordinate and, in collaboration with its
22 partner entities, facilitate the provision of
23 strategies aligned to the pillars of commu-
24 nity schools to enable at least 1 eligible

1 school to become a full-service community
2 school.

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

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

13 “(II) The student, family, school,
14 neighborhood, and community to be
15 served by each eligible school identi-
16 fied for the implementation of a full-
17 service community school program, in-
18 cluding demographic information on
19 race, ethnicity, socioeconomic status,
20 and disability status for the school
21 and the local community.

22 “(III) How a full-service commu-
23 nity school program contributes to ad-
24 vancing the strategic full-service com-

1 community school improvement goals and
2 efforts of the eligible entity.

3 “(iii) Plans for sustaining all pillars of
4 community schools in the identified eligible
5 schools, which respond to the needs assess-
6 ment results for each pillar of community
7 schools.

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

15 “(v) Annual measurable performance
16 objectives and goals from a results frame-
17 work to be used by the eligible entity,
18 disaggregated for all students and each
19 subgroup of students, as defined in section
20 1111(c)(2), including an increase in the
21 number and percentage of families and
22 students targeted for services each year of
23 the proposed full-service community school
24 program, in order to ensure that children
25 are—

1 “(I) meeting the challenging
2 State academic standards established
3 under section 1111(b); and

4 “(II) safe, healthy, and sup-
5 ported by engaged families.

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

14 “(I) why such services have been
15 selected, including references to the
16 needs and assets assessment described
17 in subparagraph (A)(i);

18 “(II) how such services will im-
19 prove student social, emotional, and
20 academic development;

21 “(III) how such services address
22 the mental health needs of students
23 and the use of trauma informed care;

24 “(IV) how such services will ad-
25 dress the annual measurable perform-

1 lands, as described in section
2 4622(2)(A).

3 “(viii) Plans for professional develop-
4 ment, for the personnel of each proposed
5 full-service community school and partner
6 service providers, on—

7 “(I) managing, coordinating, or
8 delivering integrated student support
9 services;

10 “(II) expanded and enriched
11 learning time and opportunities;

12 “(III) active family engagement;
13 and

14 “(IV) collaborative leadership
15 and practices.

16 “(ix) Plans to establish a school-based
17 leadership team and plans for joint utiliza-
18 tion of school facilities, which shall include
19 opportunities for collaboration at each par-
20 ticipating eligible school between the com-
21 munity school coordinator and members of
22 the school-based leadership teams, families,
23 and the community, to plan, evaluate
24 progress, and reassess needs.

1 “(x) Plans for annual evaluation
2 based upon attainment of the performance
3 objectives and outcomes described in clause
4 (v).

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

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

20 “(c) IMPLEMENTATION GRANTS.—

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

24 “(A) in the case of an eligible entity that
25 received and completed a planning grant, be

1 able to access an expedited process to apply for
2 such grant, based on the planning report devel-
3 oped under subsection (b)(2)(C);

4 “(B) in the case of an eligible entity that
5 has not successfully completed a planning grant
6 under subsection (b), submit an application, at
7 such time and in such manner as required by
8 the Secretary, that—

9 “(i) demonstrates that the eligible en-
10 tity has completed the planning activities
11 described in subsection (b)(2); and

12 “(ii) includes the information required
13 under the application under subsection
14 (b)(2)(A) and a planning report as de-
15 scribed in subsection (b)(2)(C);

16 “(C) provide a data-sharing agreement be-
17 tween the local educational agency and partner
18 entities and services that ensures the sharing of
19 relevant and timely student data to determine
20 the provision of services and assess program
21 progress and quality;

22 “(D) provide an assurance that any grant
23 funds awarded will benefit members of the com-
24 munity served without discrimination based on
25 race, color, religion, gender (including sexual

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

3 “(E) provide an assurance that any full-
4 service community school will hold leadership
5 team meetings that are open to the public, and
6 that records related to finances, personnel, and
7 other decisionmaking processes for those
8 schools will be made available for public review;
9 and

10 “(F) describe how the eligible entity—

11 “(i) plans to sustain implementation
12 at each school site to ensure that the eligi-
13 ble entity’s work can continue and grow
14 after the grant period ends; and

15 “(ii) will use some of the grant fund-
16 ing to develop or strengthen system-level
17 infrastructure to support and sustain the
18 identified full-service community schools.

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

23 “(A) The extent to which the design of the
24 proposed project reflects relevant and evidence-
25 based findings from research, and includes a

1 high-quality plan for project implementation in-
2 tegrating the pillars of community schools and
3 the use of appropriate evaluation methods to
4 ensure successful achievement of project objec-
5 tives.

6 “(B) The extent to which the applicant will
7 ensure that a diversity of perspectives is
8 brought to bear in the design and operation of
9 the proposed project, including those of fami-
10 lies, educators and staff, beneficiaries of serv-
11 ices, school leadership, and community leader-
12 ship.

13 “(C) The extent to which the applicant has
14 plans for a full-time community school coordi-
15 nator at each school, includes a plan to sustain
16 such position beyond the grant period, and pro-
17 vides a description of how such position will
18 serve to integrate, coordinate, and facilitate
19 programs and partnership services at each
20 school.

21 “(D) The extent to which the applicant
22 has, or demonstrates a strong plan to have, a
23 consortium broadly representative of community
24 stakeholders and needs.

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

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

10 “(A) In collaboration with the partner enti-
11 ties and service providers identified under sub-
12 section (b)(1)(C), establish not less than 1 full-
13 service community school in the area served by
14 the eligible entity, by facilitating the provision
15 of the pillars of community schools in each eli-
16 gible school served under the grant.

17 “(B) Fund a community school coordinator
18 who is responsible for coordinating the provi-
19 sion of the pillars of community schools at, and
20 working with the collaborative leadership struc-
21 ture of, each eligible school to be served under
22 the grant.

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

24 “(i) a school-based leadership team,
25 community-wide leadership team, or educa-

1 tor learning communities to establish a
2 strong collaborative leadership structure
3 for each eligible school to be served; and

4 “(ii) a community-wide leadership
5 team to establish a strong collaborative
6 leadership structure to support all eligible
7 schools being served.

8 “(D) Ensure that meetings of the leader-
9 ship teams are open to the public, and that
10 records related to finances, personnel, and other
11 decisionmaking processes are made available for
12 public review.

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

16 “(i) Health and social services, which
17 may be based in the eligible school or pro-
18 vided in the community, including primary
19 health, dental care, vision care, and mental
20 health including trauma-informed care.

21 “(ii) Nutrition services, including pro-
22 viding additional meals or assistance in ac-
23 cessing Federal, State, and local food as-
24 sistance programs.

1 “(iii) Programs that provide assist-
2 ance to students of the eligible school who
3 have been or are at risk of being chron-
4 ically absent, suspended, or expelled, and
5 students who are not on track to meeting
6 the challenging State academic standards
7 under section 1111(b), including—

8 “(I) mentoring and other youth
9 development programs;

10 “(II) programs that support posi-
11 tive and equitable school climates, in-
12 cluding restorative justice practices
13 and culturally competent pedagogy
14 and practices, or juvenile crime pre-
15 vention and rehabilitation programs;

16 “(III) specialized instructional
17 support services;

18 “(IV) homeless prevention, evic-
19 tion protections, emergency and long-
20 term housing stability, and affordable
21 home ownership services;

22 “(V) developmentally appropriate
23 physical education;

24 “(VI) legal services, including im-
25 migration-related legal services;

1 “(VII) dropout prevention pro-
2 grams and reengagement programs;

3 “(VIII) supports for students in
4 foster care and children experiencing
5 homelessness;

6 “(IX) transportation services
7 necessary for students to access inte-
8 grated student support services, ex-
9 panded and enriched learning time
10 and opportunities, family and commu-
11 nity engagement activities, or other
12 services and activities identified to
13 support the development of students;
14 and

15 “(X) technical assistance for stu-
16 dents with limited access to digital de-
17 vices or high-speed internet services.

18 “(F) Implement expanded and enriched
19 learning time, which may include—

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

22 “(ii) before- and after-school and
23 summer learning programs;

24 “(iii) mentorship programs;

1 “(iv) workforce development activities,
2 including career and technical education,
3 internships, pre-apprenticeship programs,
4 and service-learning opportunities;

5 “(v) student support services for chil-
6 dren with disabilities;

7 “(vi) additional college access support,
8 including earning college credit while in
9 high school, college visits, summer bridge
10 programs, college counseling, or other serv-
11 ices geared towards college success; and

12 “(vii) enrichment of advanced skill de-
13 velopment in areas of interest including
14 music, arts, sports, finance, technology, or
15 other areas.

16 “(G) Implement active family and commu-
17 nity engagement strategies, which may in-
18 clude—

19 “(i) culturally and linguistically inclu-
20 sive communication between such school
21 and families;

22 “(ii) on-site early childhood care and
23 education programs;

24 “(iii) home visitation services by edu-
25 cators and other professionals who are em-

1 employed by the eligible entity or a service
2 provider;

3 “(iv) adult education, including in-
4 struction in English as a second language
5 programs, financial literacy education, pro-
6 grams that lead to a regular high school
7 diploma, or credit recovery programs;

8 “(v) workforce development activities,
9 including job search and preparation serv-
10 ices and career advancement activities;

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

13 “(vii) programs that aid family and
14 community well-being, including accessing
15 homeless prevention, eviction protections,
16 emergency and long-term housing stability,
17 and affordable home ownership services;

18 “(viii) programs that promote paren-
19 tal and family involvement, family literacy,
20 education, career, and employment ad-
21 vancement, and provide volunteer opportu-
22 nities;

23 “(ix) assistance and supports for chil-
24 dren and young people involved in the child
25 welfare system;

1 “(x) higher education preparation
2 courses, including credit accumulation and
3 other higher education or continuing edu-
4 cation preparation courses, and college
5 counseling to prepare students and families
6 for higher education; and

7 “(xi) child abuse and neglect preven-
8 tion activities, including services to
9 strengthen families.

10 “(H) Implement collaborative leadership
11 and practice strategies, which may include—

12 “(i) building the capacity of edu-
13 cators, principals, other school leaders, and
14 other staff to lead collaborative school im-
15 provement structures, such as professional
16 learning communities;

17 “(ii) regularly convening or engaging
18 all partners, such as—

19 “(I) students, families, educators,
20 principals, and other school leaders of
21 identified eligible schools;

22 “(II) service providers, including
23 potential service providers, and sys-
24 tem-level partners, such as govern-
25 ment agencies, Indian Tribes, Tribal

1 organizations, Native Hawaiian orga-
2 nizations, relevant labor organizations,
3 and nonprofit and other community-
4 based partners; and

5 “(III) community members, such
6 as residents, community led councils,
7 local businesses, stakeholders, early
8 childhood education providers, hos-
9 pitals or clinics, community organiza-
10 tions, and local nonprofit organiza-
11 tions;

12 “(iii) regularly assessing program
13 quality and progress through individual
14 student data, participant feedback, and ag-
15 gregate outcomes to develop strategies for
16 improvement; and

17 “(iv) organizing school personnel and
18 community partners into working teams fo-
19 cused on specific issues identified in the
20 needs and assets assessment.

21 “(I) Support and enable the district liaison
22 described in subsection (b)(1)(E) to lead the
23 community-wide leadership team and carry out
24 the activities described in the eligible entity’s

1 application and planning report submitted
2 under paragraph (1).

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

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

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

16 “(i) details the impact of the full-serv-
17 ice community school program on student
18 opportunities and outcomes, including aca-
19 demic achievement, as aligned with the re-
20 sults framework of the eligible entity, in-
21 cluding achievement based on the chal-
22 lenging State academic standards estab-
23 lished under section 1111(b);

24 “(ii) includes school climate informa-
25 tion, which may come from student, par-

1 ent, or educator surveys, that shall be
2 cross-tabulated and disaggregated by sub-
3 group of students (as defined under section
4 1111(c)(2)), including—

5 “(I) school discipline data such
6 as suspension and expulsion rates;

7 “(II) measures of student en-
8 gagement, safety, attendance, staff
9 qualifications and turnover, and fam-
10 ily involvement; and

11 “(III) measures of students’ so-
12 cial emotional skills, habits, and
13 mindsets;

14 “(iii) describes—

15 “(I) the integrated student sup-
16 ports, expanded and enriched learning
17 time and opportunities, and family
18 and community engagement activities
19 offered by the full-service community
20 school program at the eligible school;
21 and

22 “(II) the collaborative leadership
23 and practice structures in place at the
24 eligible school;

1 “(iv) includes information on the
2 number, qualifications, experience, and re-
3 tention of school staff at the eligible
4 school, including the number and percent-
5 age of fully certified teachers,
6 disaggregated by race and ethnicity, and
7 rates of teacher turnover; and

8 “(v) details academic and whole-child
9 outcomes in the eligible school, as aligned
10 with the results framework of the eligible
11 entity, which may include information on
12 school readiness, mental and physical
13 health, academic achievement, high school
14 graduation rates, college acceptance and
15 matriculation, reduced racial and economic
16 achievement gaps, school climate, and
17 school attendance; and

18 “(B) identifies any cost savings from
19 greater coordination between full-service com-
20 munity schools and partner organizations in
21 providing services through the full-service com-
22 munity school program, including any integra-
23 tion of grant funds with funding from commu-
24 nity partners and existing funding streams, and

1 changes in school spending as a result of the
2 full-service community school program.

3 “(d) EXPANSION GRANTS.—

4 “(1) ELIGIBLE EXPANSION GRANT RECIPI-
5 ENTS.—

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

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

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

14 “(B) SPECIAL RULE.—For purposes of
15 subparagraph (A)(ii), the Secretary may deem a
16 school to be a full-service community school if
17 the school provides integrated student supports
18 in a manner that is, as determined by the Sec-
19 retary, sufficiently similar to a full-service com-
20 munity school supported under subsection (c).

21 “(2) APPLICATIONS.—An eligible entity that de-
22 sires an expansion grant under this subsection shall
23 submit an application to the Secretary for each eligi-
24 ble school proposed to be served. The application
25 shall include the following:

1 “(A) A needs and assets assessment for
2 the eligible school.

3 “(B) Information about the school that in-
4 cludes—

5 “(i) student demographic, academic
6 opportunity and achievement, and school
7 climate data—

8 “(I) disaggregated by major de-
9 mographic groups, including—

10 “(aa) student subgroups (as
11 defined under section
12 1111(c)(2)), students experi-
13 encing homelessness, and chil-
14 dren or youth in foster care; and

15 “(bb) eligibility for a free or
16 reduced price lunch under the
17 Richard B. Russell National
18 School Lunch Act (42 U.S.C.
19 1751 et seq.); and

20 “(II) including the number of
21 students who are children with dis-
22 abilities;

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

1 “(iii) a description of the need for,
2 and access to, expanded and enriched
3 learning time and opportunities;

4 “(iv) school funding information, in-
5 cluding Federal, State, Tribal, local, and
6 private education funding, and per-pupil
7 spending, based on actual salaries of per-
8 sonnel assigned to the eligible school;

9 “(v) information on the number,
10 qualifications, experience, and stability of
11 school staff, including the number and per-
12 centage of fully certified teachers,
13 disaggregated by race and ethnicity, and
14 rates of teacher turnover;

15 “(vi) active family and community en-
16 gagement information, including—

17 “(I) family and community needs
18 based on surveys, information from
19 public meetings, or information gath-
20 ered by other means;

21 “(II) efforts to provide culturally
22 and linguistically inclusive commu-
23 nication between schools and families;
24 and

1 leadership team will be expected to fulfill
2 their responsibilities;

3 “(ii) the collaborative leadership and
4 practices structures and strategies to be
5 used;

6 “(iii) the integrated student supports
7 or services provided by partner entities, ex-
8 panded and enriched learning time and op-
9 portunities, and active family and commu-
10 nity engagement activities that will be tai-
11 lored to the needs and assets assessment
12 and provided in accordance with this sub-
13 section;

14 “(iv) how the eligible school will pro-
15 vide culturally and linguistically inclusive
16 communication between schools and fami-
17 lies;

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

20 “(I) to implement and sustain
21 the full-service community school
22 plan; and

23 “(II) that will participate in a
24 community-wide leadership structure;

1 “(vi) how activities chosen will rein-
2 force, and not duplicate, existing programs
3 and activities at the eligible school as of
4 the date of application; and

5 “(vii) if applicable, a description of
6 the additional Federal, State, local, and
7 private funds that will be accessed to carry
8 out activities under the grant.

9 “(D) A data-sharing agreement between
10 the local educational agency and partner enti-
11 ties and services that ensure the sharing of rel-
12 evant real-time student data to determine the
13 provision of services and assess program
14 progress and quality.

15 “(E) An assurance that any grant funds
16 awarded will benefit members of the community
17 served without discrimination based on race,
18 color, religion, sex (including sexual orientation
19 and gender identity), age, or disability.

20 “(F) An assurance that any full-service
21 community school opened with the use of grant
22 funds will hold leadership team meetings that
23 are open to the public, and that records related
24 to finances, personnel, and other decision-

1 making processes for those schools are made
2 available for public review.

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

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

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

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

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

1 community schools, and implementation of
2 those goals;

3 “(V) supportive policy and prac-
4 tices;

5 “(VI) professional development
6 for staff and technical assistance;

7 “(VII) broad community engage-
8 ment;

9 “(VIII) meetings that are open to
10 the public, and records related to fi-
11 nances, personnel, and other decision-
12 making processes that are made avail-
13 able for public review; and

14 “(IX) supporting overlapping
15 needs of existing full-service commu-
16 nity schools described in paragraph
17 (1);

18 “(iv) identifying an intermediary enti-
19 ty (which can be the local educational
20 agency or another local government agency
21 or a combination of these agencies in part-
22 nership with a nonprofit organization) to
23 provide planning, coordination, and man-
24 agement of the full-service community
25 school initiative supported under the grant,

1 in consultation with the community-wide
2 leadership team and full-service community
3 school sites;

4 “(v) creating an internal process to
5 replicate the existing full-service commu-
6 nity schools described in paragraph (1) in
7 other eligible schools;

8 “(vi) conducting a needs and assets
9 assessment and crafting a full-service com-
10 munity school plan for each eligible school
11 to be served by the grant, led by the com-
12 munity school coordinator;

13 “(vii) providing resources for addi-
14 tional full-service community schools,
15 which shall serve members of the commu-
16 nity without discrimination based on race,
17 color, religion, sex (including sexual ori-
18 entation and gender identity), age, or dis-
19 ability;

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

23 “(ix) carrying out any activity de-
24 scribed in subparagraphs (D), (E), (F),
25 (G), or (H) of subsection (c)(4) at an ex-

1 isting full-service community school de-
2 scribed in paragraph (1); or

3 “(x) funding an evaluation of activi-
4 ties supported by the grant under this sec-
5 tion by—

6 “(I) regularly tracking full-serv-
7 ice community school data;

8 “(II) supporting full-service com-
9 munity schools in collecting data for
10 analysis, evaluation, and continuous
11 improvement; or

12 “(III) carrying out an evaluation
13 of the effects of each existing full-
14 service community school described in
15 paragraph (1) that is supported under
16 this section and an evaluation of the
17 cumulative effects of all full-service
18 community schools.

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

23 “(A) details the impact of the full-service
24 community school program on student opportu-

1 nities and outcomes, including academic
2 achievement;

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

5 “(C) includes school climate information
6 for all full-service community schools served by
7 the same local educational agency as the full-
8 service community school that is supported
9 under the grant;

10 “(D) describes—

11 “(i) the integrated student supports,
12 expanded and enriched learning time and
13 opportunities, and family and community
14 engagement activities offered through the
15 grant; and

16 “(ii) the collaborative leadership and
17 practice structures in place at both the
18 school and community levels; and

19 “(E) identifies any cost savings from
20 greater coordination between full-service com-
21 munity schools and partner organizations in
22 providing services through the full-service com-
23 munity school program supported under this
24 subsection, including any—

1 “(i) integration of grant funds with
2 funding from community partners and ex-
3 isting funding streams as of the day before
4 the receipt of the grant under this sub-
5 section; and

6 “(ii) changes in school spending as a
7 result of the full-service community school
8 program supported under this subsection.

9 “(e) RENEWAL.—

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

15 “(A) has satisfactorily completed an imple-
16 mentation or expansion grant under subsection
17 (c) or (d), respectively;

18 “(B) applies for a renewal under this sub-
19 section; and

20 “(C) details academic and whole-child out-
21 comes for all students and each subgroup of
22 students, as defined in section 1111(c)(2), in
23 the eligible schools assisted under the grant
24 that aligns with the results framework of the el-
25 igible entity, which may include information on

1 school readiness, mental and physical health,
2 academic achievement, high school graduation
3 rates, postsecondary education acceptance and
4 matriculation, reduced racial and economic op-
5 portunity and achievement gaps, school climate,
6 and school attendance.

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

9 “(A) use the grant funds provided for ac-
10 tivities described in subsection (c)(4), in the
11 case of a renewed implementation grant, or sub-
12 section (d)(3), in the case of a renewed expan-
13 sion grant; and

14 “(B) be subject to all requirements, includ-
15 ing reporting requirements, under subsection
16 (c) or (d), as applicable.

17 “(f) STATE GRANTS.—

18 “(1) IN GENERAL.—A State receiving a grant
19 under subsection (a)(1)(B) shall use the grant for
20 the planning, implementation, and expansion of full-
21 service community schools in the State, in accord-
22 ance with paragraph (3).

23 “(2) APPLICATIONS.—A State desiring a grant
24 under this subsection shall submit an application to
25 the Secretary at such time, in such manner, and

1 containing such information as the Secretary may
2 require, including the following:

3 “(A) Information about State spending on
4 education priorities, policies, and programs that
5 is consistent with the pillars of community
6 schools.

7 “(B) A plan for creating a State liaison
8 position who will—

9 “(i) oversee the implementation of
10 funds under this grant; and

11 “(ii) support and coordinate full-serv-
12 ice community school efforts in the State
13 educational agency.

14 “(C) A description of the full-service com-
15 munity schools in the State, as of the date of
16 application.

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

19 “(E) An assurance that the State will
20 use—

21 “(i) not more than 5 percent of the
22 grant funds awarded under this subsection
23 for the administration costs of the grant;
24 and

1 “(ii) not less than 95 percent of such
2 funds to directly benefit local educational
3 agencies or public elementary schools or
4 secondary schools, through supporting pro-
5 fessional development, providing direct
6 support or technical assistance, or award-
7 ing subgrants to local educational agencies
8 under paragraph (4)(B).

9 “(F) An assurance that any grant funds
10 awarded will benefit members of the community
11 served without discrimination based on race,
12 color, religion, gender (including sexual orienta-
13 tion and gender identity), age, or disability.

14 “(G) An assurance that any full-service
15 community school supported by grant funds will
16 hold leadership team meetings that are open to
17 the public, and that records related to finances,
18 personnel, and other decisionmaking processes
19 for those schools are made available for public
20 review.

21 “(3) REQUIRED ACTIVITIES.—A State edu-
22 cational agency receiving a grant under this sub-
23 section shall—

24 “(A) provide subgrants to local educational
25 agencies in accordance with subsection (c) or

1 (d) to start new full-service community schools
2 or sustain existing full-service community
3 schools as of the date of receiving funds for the
4 subgrant, and distribute such subgrants in a
5 manner that ensures that Federal resources are
6 going to students who need those resources;

7 “(B) establish goals for increasing State
8 spending on student supports consistent with
9 the pillars of community schools, using a results
10 framework established by the State;

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

13 “(D) develop or provide resources to help
14 local educational agencies in the State identify,
15 assess needs for, and implement full-service
16 community schools throughout the State;

17 “(E) establish goals on the implementation
18 and expansion of full-service community schools
19 throughout the State;

20 “(F) provide resources to foster statewide
21 engagement on the social, emotional, mental
22 health, and academic benefits of implementing
23 full-service community schools;

24 “(G) develop a plan to include full-service
25 community schools in the State plans under

1 section 1111 and for long-term State support of
2 full-service community schools;

3 “(H) work with State legislatures to sup-
4 port full-service community schools in State
5 planning and budgeting; and

6 “(I) work with local educational agencies
7 and technical assistance providers to provide
8 evidence-based technical assistance specifically
9 for the implementation of full-service commu-
10 nity schools to local educational agencies or
11 schools.

12 “(4) STEERING COMMITTEE.—

13 “(A) IN GENERAL.—Each State edu-
14 cational agency receiving a grant under this
15 subsection shall establish a State-level steering
16 committee (which may be a previously existing
17 team) that represents relevant full-service com-
18 munity schools stakeholders and service pro-
19 viders participating in the full-service commu-
20 nity schools model, which may include—

21 “(i) students, families, educators,
22 principals, and other school leaders of
23 identified eligible schools;

24 “(ii) service providers, including po-
25 tential service providers, and system-level

1 partners, such as government agencies, In-
2 dian Tribes, Tribal organizations, Native
3 Hawaiian organizations, relevant labor or-
4 ganizations, and nonprofit and other com-
5 munity-based partners; and

6 “(iii) community members, such as
7 residents, community led councils, local
8 businesses, stakeholders, early childhood
9 education providers, hospitals or clinics,
10 community organizations, and local non-
11 profit organizations.

12 “(B) COMPOSITION.—The steering com-
13 mittee shall include not less than 10 members
14 and shall be chaired by a full-service community
15 school stakeholder, or co-chaired by a full-serv-
16 ice community school stakeholder and a rep-
17 resentative of the State educational agency.

18 “(C) AUTHORITY.—The State educational
19 agency receiving a grant under this subsection
20 may give the steering committee authority to
21 make decisions about the design, implementa-
22 tion, and evaluation of State efforts relating to
23 grants under this subsection.

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

1 “(E) TECHNICAL ASSISTANCE CENTER.—If
2 the State educational agency chooses to operate
3 a State technical assistance center, as described
4 in paragraph (5)(B), the steering committee
5 shall be responsible for such center.

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

9 “(A) work with institutions of higher edu-
10 cation to provide technical assistance and sup-
11 port for developing and sustaining full-service
12 community school initiatives across the State,
13 which may include research partnerships and
14 programs related to career and technical edu-
15 cation;

16 “(B) provide subgrants to institutions of
17 higher education or nonprofit organizations to
18 operate a State technical assistance center;

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

21 “(D) provide strategic planning support
22 for local educational agencies and schools;

23 “(E) develop infrastructure to support
24 partnerships, at the local educational agency
25 level, to provide resources for schools;

1 “(F) work with schools and local edu-
2 cational agencies to develop and implement re-
3 storative practice principles and provide re-
4 sources and professional development to pro-
5 mote culturally competent pedagogy and prac-
6 tices;

7 “(G) work with local educational agencies,
8 and partner organizations who are interested in
9 working with local educational agencies to
10 adopt or expand full-service community schools
11 in the State, on the planning and sustainability
12 of the State full-service community school pro-
13 gram;

14 “(H) work with local educational agencies
15 on how to coordinate with counties, cities, and
16 other units of local government to coordinate
17 supports to provide resources for full-service
18 community schools, including resources for ca-
19 reer and technical education;

20 “(I) provide guidance to public health and
21 other healthcare organizations interested in
22 supporting school-based efforts and help con-
23 nect such organizations with local educational
24 agencies working on full-service community
25 school efforts; or

1 “(J) work with local educational agencies
2 to—

3 “(i) support and expand full-service
4 community schools for local educational
5 agencies that make a commitment to sus-
6 tain activities supported by a grant under
7 this section beyond 2 years after the term
8 of the grant; and

9 “(ii) ensure that funding available to
10 local educational agencies that receive a
11 subgrant under paragraph (3) is commen-
12 surate with the number of schools that will
13 be served with subgrant funds.

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

21 “(7) STATE GRANT EVALUATION AND RE-
22 PORT.—At the end of the grant period for a grant
23 under this subsection (including any continuation
24 grant awarded under paragraph (5)), each eligible
25 State shall undergo an evaluation designed by the

1 Secretary. The evaluation shall include, at a min-
2 imum, each of the following:

3 “(A) The data described in subsection
4 (d)(2)(B)(i)—

5 “(i) for participating full-service com-
6 munity schools; and

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

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

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

13 “(D) An evaluation of full-service commu-
14 nity schools in the State, as compared to those
15 schools before they became full-service commu-
16 nity schools or as compared to similar schools
17 in the State, including the following data
18 disaggregated by subgroups of students, as de-
19 fined in section 1111(c)(2):

20 “(i) An analysis of the progress on
21 meeting the goals described in paragraph
22 (3)(B).

23 “(ii) Student chronic absenteeism
24 rates.

1 rative school improvement structures,
2 such as professional learning commu-
3 nities;

4 “(II) regularly convening or en-
5 gaging stakeholders and service pro-
6 viders participating in the full-service
7 community schools model, such as—

8 “(aa) students, families,
9 educators, principals, and other
10 school leaders of identified eligi-
11 ble schools;

12 “(bb) service providers, in-
13 cluding potential service pro-
14 viders, and system-level partners,
15 such as government agencies, In-
16 dian Tribes, Tribal organizations,
17 Native Hawaiian organizations,
18 relevant labor organizations, and
19 nonprofit and other community-
20 based partners; and

21 “(cc) community members,
22 such as residents, community led
23 councils, local businesses, stake-
24 holders, early childhood education
25 providers, hospitals or clinics,

1 community organizations, and
2 local nonprofit organizations;

3 “(III) regularly assessing pro-
4 gram quality and progress through in-
5 dividual student data, participant
6 feedback, and aggregate outcomes to
7 develop strategies for improvement;
8 and

9 “(IV) organizing school personnel
10 and community partners into working
11 teams focused on specific issues iden-
12 tified in the needs and assets assess-
13 ment.

14 “(g) BUREAU OF INDIAN EDUCATION AND TRIB-
15 ALLY-CONTROLLED FULL-SERVICE COMMUNITY SCHOOLS
16 PROGRAM.—

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

20 “(A) develop and implement a full-service
21 community schools program plan for elementary
22 and secondary Bureau schools (as defined in
23 section 1141 of the Education Amendments of
24 1978 (25 U.S.C. 2021)); and

1 “(B) award planning and capacity build-
2 ing, implementation, expansion and renewal
3 grants to elementary and secondary Bureau-
4 funded schools described in subparagraphs (B)
5 and (C) of section 1141(3) of the Education
6 Amendments of 1978 (25 U.S.C. 2021(3)).

7 “(2) SPECIAL RULE.—The Secretary, in con-
8 sultation with the Secretary of the Interior and In-
9 dian Tribes, may waive any requirement under this
10 section or prescribe an alternative or substantially
11 similar requirement if the Secretary finds that the
12 waiver or alternative requirement is necessary for
13 the effective delivery and administration of activities
14 under this section.

15 “(h) REPORT TO CONGRESS.—

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

22 “(2) PUBLIC AVAILABILITY.—The report re-
23 quired under paragraph (1) shall be made publicly
24 available via the Department’s website and shall in-

1 clude data presented in such a manner as to be eas-
2 ily searchable.

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

4 “(A) data gathered under the program
5 under this section, in the aggregate and
6 disaggregated by the categories described in
7 subsection (d)(2)(B)(i);

8 “(B) the impact of the grant program on
9 student outcomes, which shall include academic
10 performance and high-school graduation rates
11 for each eligible school; and

12 “(C) if applicable, recommendations on
13 how to better equip the grant program to meet
14 the needs of students, particularly as needed to
15 assist local educational agencies with the high-
16 est poverty levels.

17 “(i) TECHNICAL ASSISTANCE.—

18 “(1) ASSISTANCE AND SUPPORT.—From
19 amounts made available under subsection (a)(1)(C),
20 the Secretary shall make technical assistance and
21 support available to grant recipients under this sec-
22 tion. Such support may consist of—

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

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

4 “(C) implementing strategies in the fol-
5 lowing key areas:

6 “(i) Leveraging and coordinating the
7 resources of other Federal, State, Indian
8 Tribe, Tribal organization, Native Hawai-
9 ian organization, and local systems, includ-
10 ing systems that address healthcare or
11 early childhood education and other Fed-
12 eral programs, such as the Promise Neigh-
13 borhoods program under section 4624 and
14 the 21st Century Community Learning
15 Centers program under part B of this title,
16 and assisting the efforts of local edu-
17 cational agencies to secure such funding.

18 “(ii) Addressing data-sharing chal-
19 lenges due to the requirements under sec-
20 tion 444 of the General Education Provi-
21 sions Act (20 U.S.C. 1232g) (commonly
22 referred to as the ‘Family Educational
23 Rights and Privacy Act of 1974’) and the
24 Health Insurance Portability and Account-
25 ability Act of 1996 (Public Law 104–191)

1 by assisting with the implementation of
2 waiver or nondisclosure agreement strate-
3 gies that allow community partners to ac-
4 cess data.

5 “(iii) Distributing materials that de-
6 scribe the elements and advantages of full-
7 service community schools, including ref-
8 erences to governmental and nonprofit re-
9 ports.

10 “(iv) Assisting any local educational
11 agency in forming a task force to study the
12 creation and administration of full-service
13 community schools and connecting the
14 local educational agency with other state-
15 wide institutions who might partner with
16 the agency, including institutions of higher
17 education or public health organizations.

18 “(v) Establishing a national steering
19 committee—

20 “(I) composed of entities that re-
21 ceived grants under this section for
22 full-service community schools, edu-
23 cation labor organization representa-
24 tives, nonprofit full-service community
25 school partners, research institutions

1 with full-service community school ex-
2 pertise, and other relevant stake-
3 holders;

4 “(II) to determine standards for
5 technical assistance for State edu-
6 cational agencies, local educational
7 agencies, and school sites; and

8 “(III) to support the development
9 of tools for implementing full-service
10 community schools for grantees under
11 this section.

12 “(vi) Informing States, Indian Tribes,
13 Tribal organizations, Native Hawaiian or-
14 ganizations, elementary and secondary Bu-
15 reau-funded schools (as described in sub-
16 paragraphs (B) and (C) of section 1141(3)
17 of the Education Amendments of 1978),
18 and local educational agencies of the avail-
19 ability of grants under this section, and
20 providing technical assistance to entities in
21 applying for such grants.

22 “(vii) Informing State and local edu-
23 cational agencies of other sources of fund-
24 ing for full-service community schools, in-
25 cluding funding under part A of title I,

1 school improvement grants under section
2 1003, 21st century community learning
3 center grants under part B of this title,
4 and any other Federal grants or sources of
5 funding.

6 “(viii) Facilitating effective coordina-
7 tion among State agencies in the deploy-
8 ment of resources and services such as
9 health, nutrition, and other supports.

10 “(2) TECHNICAL ASSISTANCE CENTER.—

11 “(A) IN GENERAL.—From amounts made
12 available to carry out this subsection, the Sec-
13 retary may establish a technical assistance cen-
14 ter to provide technical assistance to full-service
15 community schools, eligible entities, and States
16 under this section.

17 “(B) REQUIREMENTS.—The technical as-
18 sistance center shall be overseen and designed
19 by the national steering committee described in
20 paragraph (1)(C)(v) and may include represent-
21 atives from the State steering committees de-
22 scribed in subsection (f)(3)(C).”.

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

1 (1) in subsection (a)—

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

4 (B) by striking paragraph (1) and insert-
5 ing the following:

6 “(1) PROMISE NEIGHBORHOODS.—The Sec-
7 retary shall use not less than 95 percent of the
8 amounts made available under section 4601(b)(2)(B)
9 to award grants, on a competitive basis and subject
10 to subsection (e), to eligible entities for the imple-
11 mentation of a comprehensive, effective continuum
12 of coordinated services that meets the purpose de-
13 scribed in section 4621(1) by carrying out activities
14 in neighborhoods—

15 “(A) that have—

16 “(i) high concentrations of low-income
17 individuals; and

18 “(ii) multiple signs of distress, which
19 may include high rates of poverty, child-
20 hood obesity, academic challenges, and ju-
21 venile delinquency, adjudication, or incar-
22 ceration; and

23 “(B) that may have schools implementing
24 comprehensive support and improvement activi-

1 ties or targeted support and improvement ac-
2 tivities under section 1111(d).

3 “(2) FULL-SERVICE COMMUNITY SCHOOLS AU-
4 THORIZED.—The Secretary shall use the amounts
5 made available under section 4601(c) to carry out
6 the full-service community school program under
7 section 4625(a).”;

8 (2) in subsection (b)—

9 (A) in the subsection heading, by inserting
10 “OF PROMISE NEIGHBORHOODS GRANTS” after
11 “DURATION”; and

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

14 (3) in subsection (c)—

15 (A) in the subsection heading, by inserting
16 “FOR PROMISE NEIGHBORHOODS GRANTS”
17 after “FUNDING”;

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

20 (C) by striking “meeting—” and all that
21 follows through the period at the end and in-
22 serting the following: “meeting the performance
23 metrics described in section 4624(h).”;

24 (4) in subsection (d)—

25 (A) by striking paragraph (2);

1 (B) by redesignating paragraph (3) as
2 paragraph (2); and

3 (C) in paragraph (2), as redesignated by
4 subparagraph (B), by striking “under this sub-
5 part” each place the term appears and inserting
6 “under subsection (a)(1)”;

7 (5) in subsection (e), by inserting “and
8 amounts provided under section 4601(e)” after
9 “subsection (a)”;

10 (6) in subsection (f)—

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

13 (B) by striking “and not fewer than 10
14 grants for activities described in section 4625”;
15 and

16 (C) by striking “the requirements of sub-
17 section (a)(2)” and inserting “the requirements
18 of subsection (a)(3)”.