

116TH CONGRESS
2D SESSION

S. 4865

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

IN THE SENATE OF THE UNITED STATES

OCTOBER 26 (legislative day, OCTOBER 19), 2020

Mr. BROWN (for himself, Mr. VAN HOLLEN, and Mrs. GILLIBRAND) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

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 2020”.

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.—There
9 are authorized to be appropriated to carry out section
10 4625—

11 “(1) \$500,000,000 for fiscal year 2021;

12 “(2) \$600,000,000 for fiscal year 2022;

13 “(3) \$700,000,000 for fiscal year 2023;

14 “(4) \$850,000,000 for fiscal year 2024; and

15 “(5) \$1,000,000,000 for fiscal year 2025.”.

16 (b) DEFINITION CHANGES.—Section 4622 of the Ele-
17 mentary and Secondary Education Act of 1965 (20 U.S.C.
18 7272) is amended—

19 (1) by redesignating paragraphs (1), (2), and
20 (3) as paragraphs (6), (8), and (10), respectively;

21 (2) by inserting before paragraph (6), as redес-
22 igned by paragraph (1), the following:

23 “(1) COMMUNITY SCHOOL.—The term ‘commu-
24 nity school’ means a public elementary school or sec-

1 ondary school that incorporates the 4 pillars of com-
2 munity schools as defined in paragraph (9).

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

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

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

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

20 “(D) serves as the lead for any needs and
21 assets assessment or community school plan re-
22 quired under section 4625 for each such eligible
23 school; and

24 “(E) leads the needs and assets assess-
25 ment and stakeholder-driven approach to prob-

1 lem-solving and continuous improvement at
2 each such eligible school.

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

6 “(A) is employed by an eligible entity that
7 will serve 3 or more eligible schools through a
8 grant under subsection (b), (c), or (d) of section
9 4625;

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

17 “(C) provides support and guidance to
18 community school coordinators.

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

24 “(A) is responsible for guiding the vision,
25 policy, resource alignment, implementation,

1 oversight, and goal-setting for community
2 school efforts within a local educational 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;

11 “(iv) system-level partners that in-
12 clude representatives from government
13 agencies, relevant labor organizations, and
14 nonprofit and other community-based part-
15 ners; and

16 “(v) if applicable, the community
17 school initiative director; and

18 “(C) may—

19 “(i) be created for the purposes of
20 supporting and sustaining community
21 schools or may already exist at the time
22 the eligible entity submits its application;

23 “(ii) solely focus on community
24 schools or have additional functions and
25 responsibilities;

1 “(iii) contribute to the development of
 2 an application for a community school; or
 3 “(iv) provide input into the screening
 4 process and requirements for future com-
 5 munity school coordinator and community
 6 school initiative director candidates.

7 “(5) EDUCATOR LEARNING COMMUNITIES.—
 8 The term ‘educator learning communities’ means a
 9 group of primarily instructional staff in an eligible
 10 school who are given common planning time to par-
 11 ticipate in ongoing decisionmaking and planning to
 12 engage in professional development and to examine
 13 their practice and student performance in order to
 14 improve school policy and classroom teaching.”;

15 (3) in paragraph (6), as redesignated by para-
 16 graph (1)—

17 (A) in the matter preceding clause (i) of
 18 subparagraph (A), by striking “section
 19 4623(a)(1)(A)” and inserting “section
 20 4623(a)(1)”;

21 (B) in the matter preceding clause (i) of
 22 subparagraph (B), by striking “4623(a)(1)(B)”
 23 and inserting “4623(a)(2)”;

24 (4) by inserting after paragraph (6), as redesign-
 25 ated by paragraph (1), the following:

1 “(7) 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) by striking paragraph (8), as redesignated
16 by paragraph (1), and inserting the following:

17 “(8) FULL-SERVICE COMMUNITY SCHOOL.—The
18 term ‘full-service community school’ means a com-
19 munity school that is supported by a grant under
20 subsection (b), (c), (d), or (e) of section 4625.

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

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

1 out-of-school barriers to learning through part-
2 nerships with social and health service agencies
3 and providers and coordinated by a community
4 school coordinator, which may include—

5 “(i) medical, dental, vision care, and
6 mental health services; and

7 “(ii) individuals to assist with hous-
8 ing, transportation, nutrition, immigration,
9 or criminal justice issues and needs.

10 “(B) Expanded and enriched learning time
11 and opportunities, including before-school,
12 after-school, during-school, weekend, and sum-
13 mer programs that provide additional academic
14 instruction, individualized academic support,
15 enrichment activities, or learning opportunities,
16 for students of a community school that—

17 “(i) may emphasize real-world learn-
18 ing and community problem-solving; and

19 “(ii) may include art, music, drama,
20 creative writing, hands-on experience with
21 engineering or science (including computer
22 science), career and technical education,
23 tutoring and homework help, or rec-
24 reational programs that enhance and are
25 consistent with the school’s curriculum.

1 “(C) Active family and community engage-
2 ment—

3 “(i) that—

4 “(I) brings parents and families
5 of students of the community school
6 and the community into the school as
7 partners in students’ education;

8 “(II) makes the community
9 school a hub for services, activities,
10 and programs, for students, families,
11 and members of the neighborhood
12 that the community school serves; and

13 “(III) provides adults with de-
14 sired educational opportunities; and

15 “(ii) which may include providing cen-
16 tralized supports for families and commu-
17 nities in community schools, including
18 English as a second language classes,
19 green card or citizenship preparation, com-
20 puter skills, art, housing assistance, child
21 abuse and neglect prevention supports, or
22 other programs that bring community
23 members into a school building for meet-
24 ings, events, or 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, a community
7 school coordinator, and a community-wide
8 leadership team; and

9 “(ii) may include other leadership or
10 governance teams, community school steer-
11 ing committees, or other community coali-
12 tions, educator learning communities, and
13 other staff to manage the multiple, com-
14 plex joint work of school and community
15 organizations.”; and

16 (6) by inserting after paragraph (10), as redese-
17 gnated by paragraph (1), the following:

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

19 “(A) IN GENERAL.—The term ‘school-
20 based leadership team’ means a team estab-
21 lished by a community school that—

22 “(i) is responsible for supporting the
23 implementation of a full-service community
24 school program; and

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

3 “(I) not less than 2 parents or
4 family members of students attending
5 the eligible school;

6 “(II) not less than 2 educators or
7 other staff from the eligible school;
8 and

9 “(III) all of the following:

10 “(aa) The principal of the
11 school.

12 “(bb) The community school
13 coordinator.

14 “(cc) Representatives of
15 nonprofit organizations that
16 serve the school.

17 “(dd) Community partners.

18 “(ee) School administration,
19 including administrative staff
20 and other non-instructional staff.

21 “(ff) In the case of a sec-
22 ondary school, students.

23 “(12) RESULTS FRAMEWORK.—The term ‘re-
24 sults framework’ means comprehensive, evidence-
25 based annual goals and aligned quantifiable indica-

1 tors demonstrating continuous improvement with re-
2 spect to students, particularly disadvantaged stu-
3 dents, that—

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

6 “(B) serve as targets for each year of the
7 framework; and

8 “(C) shall include at least the following
9 goals:

10 “(i) Students, including children in
11 prekindergarten and kindergarten, are
12 ready for school based on a State’s plan
13 under section 1111.

14 “(ii) Students are engaged and aca-
15 demically achieving in school.

16 “(iii) Students are physically and
17 mentally healthy and are developing social
18 and emotional learning skills.

19 “(iv) Schools and school neighbor-
20 hoods are safe and provide a positive cli-
21 mate for learning.

22 “(v) Families are partners in sup-
23 porting children’s education.

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

1 “(vii) Students are contributing to
2 their communities.

3 “(viii) Students are civically engaged
4 or are active participants in democracy.

5 “(ix) Students are not chronically ab-
6 sent.”.

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

11 **“SEC. 4625. FULL-SERVICE COMMUNITY SCHOOL SUPPORT**
12 **FOR WHOLE-CHILD SUCCESS.**

13 “(a) GRANTS AUTHORIZED.—From funds made
14 available under section 4601(c), the Secretary shall carry
15 out a full-service community school program by using—

16 “(1) not less than 80 percent of such funds to
17 award, on a competitive basis—

18 “(A) 1-year planning grants described in
19 subsection (b) to eligible entities, in an amount
20 that—

21 “(i) is not less than \$100,000; and

22 “(ii) may not exceed the amount equal
23 to \$100,000 for each eligible school to be
24 served by the eligible entity under the
25 grant;

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

6 “(C) 3- to 5-year expansion grants de-
7 scribed in subsection (d) to eligible entities, in
8 an amount of not less than \$300,000 each year
9 and an additional \$150,000 for each additional
10 school, except that for fiscal year 2021 through
11 2023, the total funds for expansion grants
12 under this subparagraph shall be no more than
13 20 percent of the total amount available under
14 this paragraph;

15 “(2) not more than 15 percent of such funds to
16 award 3-year grants under subsection (f), on a com-
17 petitive basis, to States; and

18 “(3) not more than 5 percent of such funds to
19 provide technical assistance for community schools
20 under subsection (g).

21 “(b) PLANNING GRANTS.—

22 “(1) APPLICATION.—An eligible entity that de-
23 sires a planning grant under subsection (a)(1)(A)
24 shall submit an application to the Secretary at such
25 time and in such manner as the Secretary may re-

1 quire. The Secretary shall require that each such ap-
2 plication include all of the following:

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

4 “(B) A commitment to establishing a com-
5 munity-wide leadership team that contributes to
6 the planning and implementation of a full-serv-
7 vice community school program.

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

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

20 “(i) show a strong interest, volun-
21 tarily, in participating in a full-service
22 community school program supported by
23 an implementation grant under subsection
24 (c);

1 “(ii) have a demonstrated need to be
2 a community school, including by providing
3 data regarding poverty rates, discipline
4 rates, academic achievement, student phys-
5 ical and mental health, or additional infor-
6 mation connected to the pillars of commu-
7 nity schools;

8 “(iii) have committed to establishing
9 or designating a school-based leadership
10 team to support the school’s community
11 school initiative; and

12 “(iv) provide documentation that such
13 school has been identified for comprehen-
14 sive support and improvement, targeted
15 support and improvement, or additional
16 targeted support pursuant to section
17 1111(d) or otherwise has been identified
18 by the State as a school in need of addi-
19 tional support.

20 “(E) The designation of an individual to
21 serve as the district liaison for the area served
22 by the eligible entity, who will direct the plan-
23 ning and implementation of any grants under
24 this subsection or subsection (c) or (d), includ-
25 ing by coordinating with—

1 “(i) students, families, educators,
2 principals, and school leaders of eligible
3 schools identified under subparagraph (D);

4 “(ii) service providers, including po-
5 tential service providers, and system-level
6 partners, such as government agencies, rel-
7 evant labor organizations, and nonprofit
8 and other community-based partners; and

9 “(iii) community members.

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

18 “(G) A description of the process and
19 timeline for conducting a needs and assets as-
20 sessment described in paragraph (2)(A)(i)(I)
21 and community school plan described in para-
22 graph (2)(A)(x) for each eligible school identi-
23 fied under subparagraph (D).

24 “(H) If applicable, plans for hiring addi-
25 tional staff, providing additional compensation

1 to existing staff, or contracting with 1 or more
2 nonprofit entities to help the eligible entity
3 apply for an implementation grant under sub-
4 section (c).

5 “(I) A data-sharing agreement between the
6 local educational agency and partner entities
7 and services that ensure the sharing of relevant
8 real-time student data to conduct the needs and
9 assets assessment described in paragraph
10 (2)(A)(i)(I).

11 “(J) An assurance that any grant funds
12 awarded will benefit members of the community
13 served without discrimination based on race,
14 color, religion, sexual orientation, gender iden-
15 tity, age, or disability.

16 “(K) An assurance that any community
17 school opened with the use of grant funds under
18 this section will hold leadership team meetings
19 that are open to the public, and that records re-
20 lated to finances, personnel, and other decision-
21 making processes for those schools will be made
22 available for public review.

23 “(2) PLANNING GRANT ACTIVITIES.—

1 “(A) IN GENERAL.—An eligible entity re-
2 ceiving a planning grant under this subsection
3 shall—

4 “(i)(I) conduct a needs and assets as-
5 sessment for each eligible school partici-
6 pating in the grant that identifies the aca-
7 demic, social and emotional, physical and
8 mental health, and other needs of at least
9 50 percent of students, families, and school
10 staff, and engages a significant number of
11 community residents for each school; and

12 “(II) analyze the results of the assess-
13 ment;

14 “(ii) hire or designate a community
15 school coordinator to lead the needs and
16 assets assessment;

17 “(iii) establish or support a commu-
18 nity-wide leadership team to support all of
19 the designated schools;

20 “(iv) establish a school-based leader-
21 ship team for each participating eligible
22 school;

23 “(v) convene the community-wide
24 leadership team not later than 180 days
25 after the date of receipt of the grant;

1 “(vi) work with community-wide lead-
2 ership teams and school-based leadership
3 teams to identify, and collaborate with,
4 service providers—

5 “(I) that have the capacity, and
6 demonstrated effectiveness, to partici-
7 pate in a full-service community
8 school and provide integrated student
9 support services for a full-service com-
10 munity school in the relevant area;
11 and

12 “(II) which may include public,
13 private, and nonprofit agencies or or-
14 ganizations that provide higher edu-
15 cation, educational enrichment, sub-
16 stance abuse prevention and edu-
17 cation, mental and physical health
18 services, housing assistance, transpor-
19 tation, job training, housing and eco-
20 nomic development, and social welfare
21 services;

22 “(vii) complete a planning report, as
23 described in subparagraph (C), that details
24 the implementation plan before moving for-
25 ward with implementation;

1 “(viii) ensure that meetings of the
2 leadership teams are open to the public,
3 and that records related to finances, per-
4 sonnel, and other decisionmaking processes
5 are made available for public review;

6 “(ix) if necessary, hire additional
7 staff, provide additional compensation to
8 existing staff, or contract with a nonprofit
9 entity or entities to aid in the activities
10 necessary to apply for an implementation
11 grant or implement the full-service commu-
12 nity school plan described in clause (x);
13 and

14 “(x) craft a full-service community
15 school plan for each eligible school identi-
16 fied under subsection (b)(1)(D), including
17 a description of—

18 “(I) how the community school
19 coordinator assigned to each such
20 school, community school initiative di-
21 rector, and community-wide leadership
22 team, will be expected to fulfill their
23 responsibilities;

1 “(II) how collaborative leadership
2 and practices structures and strate-
3 gies will be identified and used;

4 “(III) the integrated student sup-
5 ports or stakeholder services, ex-
6 panded and enriched learning time
7 and opportunities, and active family
8 and community engagement activities
9 that will be tailored to the needs and
10 assets assessment conducted under
11 clause (i)(I) and provided in each such
12 school;

13 “(IV) how each such school will
14 provide culturally and linguistically
15 relevant communication between such
16 school and families;

17 “(V) how each such school will
18 establish and maintain partnerships
19 with nonprofit organizations, faith
20 and community-based institutions, in-
21 stitutions of higher education (includ-
22 ing teacher preparation institutions),
23 hospitals, museums, businesses, and
24 other community entities that will
25 help implement and sustain the com-

1 community school plan and that will par-
 2 ticipate in a community-wide leader-
 3 ship structure;

4 “(VI) how services and activities
 5 described in subclause (III) to be pro-
 6 vided will supplement, not supplant,
 7 existing programs and activities at the
 8 eligible school as of the date of appli-
 9 cation; and

10 “(VII) if applicable, a description
 11 of the additional Federal, State, local,
 12 and private funds that will be
 13 accessed to carry out activities de-
 14 scribed in subclause (III).

15 “(B) REVISION OF COMMUNITY-WIDE
 16 LEADERSHIP STRUCTURE.—An eligible entity
 17 receiving a planning grant under this subsection
 18 may revise the eligible entity’s community-wide
 19 leadership team membership as needed to re-
 20 flect—

21 “(i) the results of each eligible
 22 school’s needs and asset assessment under
 23 subparagraph (A)(i); and

24 “(ii) the eligible entity’s subsequent
 25 identification of partner entities.

1 “(C) PLANNING REPORT.—Not later than
2 2 years after receiving a planning grant under
3 this subsection, the eligible entity shall submit
4 to the Secretary a planning report that includes
5 the following:

6 “(i) A description of the actions taken
7 to coordinate and, in collaboration with its
8 partner entities, facilitate the provision of
9 strategies aligned to the 4 pillars of com-
10 munity schools to enable at least 1 eligible
11 school to become a full-service community
12 school.

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

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

23 “(II) The student, family, school,
24 neighborhood, and community to be
25 served by each eligible school identi-

1 fied for the implementation of a full-
2 service community school program, in-
3 cluding demographic information on
4 race, ethnicity, gender (including sex-
5 ual orientation and gender identity),
6 socioeconomic status, and disability
7 status for the school and the local
8 community.

9 “(III) How a full-service commu-
10 nity school program contributes to ad-
11 vancing the strategic full-service com-
12 munity school improvement goals and
13 efforts of the eligible entity.

14 “(iii) Plans for sustaining all pillars of
15 community schools in the identified eligible
16 schools, which respond to the needs assess-
17 ment results for each pillar of community
18 schools.

19 “(iv) Annual measurable performance
20 objectives and goals from a results frame-
21 work to be used by the eligible entity, in-
22 cluding an increase in the number and per-
23 centage of families and students targeted
24 for services each year of the proposed full-

1 service community school program, in
2 order to ensure that children are—

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

6 “(II) safe, healthy, and sup-
7 ported by engaged families.

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

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

20 “(II) how such services will im-
21 prove student academic achievement;

22 “(III) how such services address
23 social and emotional needs of students
24 and the use of trauma informed care;

1 “(IV) how such services will ad-
2 dress the annual measurable perform-
3 ance objectives and outcomes de-
4 scribed in clause (iv);

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

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

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

20 “(vi) Plans, including a description of
21 the applicable funding sources, to ensure
22 that each proposed full-service community
23 school site is served by a full-time commu-
24 nity school coordinator—

25 “(I) at such school; or

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

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

9 “(I) managing, coordinating, or
10 delivering integrated student support
11 services;

12 “(II) expanded and enriched
13 learning time and opportunities;

14 “(III) active family engagement;
15 and

16 “(IV) collaborative leadership
17 and practices.

18 “(viii) Plans to establish a school-
19 based leadership team and plans for joint
20 utilization of school facilities, which shall
21 include opportunities for collaboration at
22 each participating eligible school between
23 the community school coordinator and
24 members of the school-based leadership
25 teams, families, and the community, to

1 plan, evaluate progress, and reassess
2 needs.

3 “(ix) Plans for annual evaluation
4 based upon attainment of the performance
5 objectives and outcomes described in clause
6 (iv).

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

14 “(D) TIMING AND ELIGIBILITY.—An eligi-
15 ble entity receiving a planning grant under this
16 subsection is eligible to apply for an implemen-
17 tation grant under subsection (c) immediately
18 upon the completion of all grant requirements
19 under this subsection and the submission of the
20 planning report to the Secretary under subpara-
21 graph (C).

22 “(c) IMPLEMENTATION GRANTS.—

23 “(1) APPLICATION.—An eligible entity desiring
24 an implementation grant under subsection (a)(1)(B)
25 shall—

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

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

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

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

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

24 “(D) provide an assurance that any grant
25 funds awarded will benefit members of the com-

1 munity served without discrimination based on
2 race, color, religion, gender (including sexual
3 orientation and gender identity), age, or dis-
4 ability; and

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

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

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

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

1 ture of, each eligible school to be served under
2 the grant.

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

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

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

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

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

21 “(i) Health and social services, which
22 may be based in the eligible school or pro-
23 vided in the community, including primary
24 health, dental care, vision care, and mental
25 health including trauma-informed care.

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

5 “(iii) Programs that provide assist-
6 ance to students of the eligible school who
7 have been or are at risk of being chron-
8 ically absent, suspended, or expelled, and
9 students who are failing, or at risk of fail-
10 ing, to meet the challenging State aca-
11 demic standards under section 1111(b), in-
12 cluding—

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

15 “(II) programs that support posi-
16 tive school climates, including restora-
17 tive justice practices and culturally
18 competent pedagogy, or juvenile crime
19 prevention and rehabilitation pro-
20 grams;

21 “(III) specialized instructional
22 support services;

23 “(IV) homeless prevention serv-
24 ices;

1 “(V) developmentally appropriate
2 physical education;

3 “(VI) legal services, including im-
4 migration-related legal services;

5 “(VII) dropout prevention pro-
6 grams;

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

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

19 “(X) technical assistance for stu-
20 dents with limited access to techno-
21 logical devices or broadband services.

22 “(F) Implement expanded and enriched
23 learning time, which may include—

24 “(i) additional academic instruction
25 and high-quality academic tutoring;

1 “(ii) before- and after-school and
2 summer learning programs;

3 “(iii) mentorship programs;

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

8 “(v) student support services for chil-
9 dren with disabilities;

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

15 “(vii) advanced skill development in
16 areas of interest including music, arts,
17 sports, technology, or other areas.

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

21 “(i) culturally and linguistically rel-
22 evant communication between such school
23 and families;

24 “(ii) on-site early childhood care and
25 education programs;

1 “(iii) home visitation services by edu-
2 cators and other professionals who are em-
3 ployed by the eligible entity or a service
4 provider;

5 “(iv) adult education, including in-
6 struction in English as a second language
7 programs, financial literacy education, pro-
8 grams that lead to the recognized equiva-
9 lent of a high school diploma, or credit re-
10 covery programs;

11 “(v) workforce development activities,
12 including job search and preparation serv-
13 ices and career advancement activities;

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

16 “(vii) programs that aid family and
17 community well-being, including accessing
18 homeless prevention services;

19 “(viii) programs that promote paren-
20 tal involvement and family literacy and
21 provide volunteer opportunities;

22 “(ix) assistance and supports for chil-
23 dren and young people involved in the child
24 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.

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

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

16 “(ii) regularly convening or engaging
17 all initiative-level partners, such as local
18 educational agency representatives, city or
19 county officials, children’s cabinets, non-
20 profit service providers, public housing
21 agencies, and advocates;

22 “(iii) regularly assessing program
23 quality and progress through individual
24 student data, participant feedback, and ag-

1 aggregate outcomes to develop strategies for
2 improvement; and

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

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

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

20 “(4) REPORT.—At the end of the grant period,
21 an eligible entity receiving a grant under this sub-
22 section shall prepare and complete a report designed
23 by the Secretary that—

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

1 “(i) details the impact of the full-serv-
2 ice community school program on academic
3 achievement and opportunities, as aligned
4 with the results framework of the eligible
5 entity, including achievement based on the
6 challenging State academic standards es-
7 tablished under section 1111(b);

8 “(ii) includes school climate informa-
9 tion, which may come from student, par-
10 ent, or teacher surveys, including—

11 “(I) school discipline data such
12 as suspension and expulsion rates;

13 “(II) measures of student en-
14 gagement, safety, attendance, staff
15 turnover, and family involvement; and

16 “(III) measures of students’ so-
17 cial emotional skills, habits, and
18 mindsets;

19 “(iii) describes—

20 “(I) the integrated student sup-
21 ports, expanded and enriched learning
22 time and opportunities, and family
23 and community engagement activities
24 offered by the full-service community

1 school program at the eligible school;
2 and

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

6 “(iv) includes information on the
7 number, qualifications, and retention of
8 school staff at the eligible school, including
9 the number and percentage of fully cer-
10 tified teachers and rates of teacher turn-
11 over; and

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

22 “(B) identifies any cost savings from
23 greater coordination between community schools
24 and partner organizations in providing services
25 through the full-service community school pro-

1 gram, including any integration of grant funds
2 with funding from community partners and ex-
3 isting funding streams, and changes in school
4 spending as a result of the full-service commu-
5 nity school program.

6 “(d) EXPANSION GRANTS.—

7 “ (1) ELIGIBLE EXPANSION GRANT RECIPI-
8 ENTS.—

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

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

15 “(ii) community schools supported
16 under another source of funding.

17 “(B) SPECIAL RULE.—For purposes of
18 subparagraph (A)(ii), the Secretary may deem a
19 school to be a community school if the school
20 provides integrated student supports in a man-
21 ner that is, as determined by the Secretary, suf-
22 ficiently similar to a full-service community
23 school supported under subsection (c).

24 “(2) APPLICATIONS.—An eligible entity that de-
25 sires an expansion grant under this subsection shall

1 submit an application to the Secretary for each eligi-
2 ble school proposed to be served. The application
3 shall include the following:

4 “(A) A needs and assets assessment for
5 the eligible school.

6 “(B) Information about the school that in-
7 cludes—

8 “(i) student demographic, academic
9 achievement, and school climate data—

10 “(I) disaggregated by major de-
11 mographic groups, including—

12 “(aa) race, ethnicity, and
13 English language proficiency; and

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

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

22 “(ii) a description of the need for, and
23 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, local, and private
6 education funding, and per-pupil spending,
7 based on actual salaries of personnel as-
8 signed to the eligible school;

9 “(v) information on the number,
10 qualifications, and stability of school staff,
11 including the number and percentage of
12 fully certified teachers and rates of teacher
13 turnover;

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

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

20 “(II) efforts to provide culturally
21 and linguistically relevant communica-
22 tion between schools and families; and

23 “(III) need for and access to
24 family and community engagement ac-
25 tivities;

1 “(vii) collaborative leadership and
2 practices, including a description of the eli-
3 gible school’s community-wide leadership
4 team, school-based leadership teams, edu-
5 cator learning communities, and common
6 planning time for educators;

7 “(viii) opportunities for partnerships
8 with nonprofit organizations, faith and
9 community-based institutions, institutions
10 of higher education (including teacher
11 preparation institutions), hospitals, muse-
12 ums, businesses, public housing agencies,
13 and other community entities that can
14 partner with the eligible school and that
15 can establish or strengthen a community-
16 wide leadership structure; and

17 “(ix) community climate indicators,
18 including housing instability, unemploy-
19 ment, poverty, availability of jobs that
20 offer a living wage, health indicators,
21 youth employment, access to parks, envi-
22 ronmental hazards, crime, and gang activ-
23 ity.

24 “(C) A community school plan, which shall
25 include a description of—

1 “(i) how the community school coordi-
2 nator and, as applicable, community school
3 initiative director, and community-wide
4 leadership team will be expected to fulfill
5 their responsibilities;

6 “(ii) the collaborative leadership and
7 practices structures and strategies to be
8 used;

9 “(iii) the integrated student supports
10 or stakeholder services, expanded and en-
11 riched learning time and opportunities, and
12 active family and community engagement
13 activities that will be tailored to the needs
14 and assets assessment and provided in ac-
15 cordance with paragraph (4)(D);

16 “(iv) how the eligible school will pro-
17 vide culturally and linguistically relevant
18 communication between schools and fami-
19 lies;

20 “(v) how the eligible school will estab-
21 lish and maintain partnerships with non-
22 profit organizations, faith and community-
23 based institutions, institutions of higher
24 education, including teacher preparation
25 institutions, hospitals, museums, busi-

1 nesses, public housing agencies, and other
2 community entities that will help imple-
3 ment and sustain the community school
4 plan and that will participate in a commu-
5 nity-wide leadership structure;

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

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

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

20 “(E) An assurance that any grant funds
21 awarded will benefit members of the community
22 served without discrimination based on race,
23 color, religion, sexual orientation, gender iden-
24 tity, age, or disability.

1 “(F) An assurance that any community
2 school opened with the use of 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) USES OF FUNDS.—An eligible entity re-
9 ceiving an expansion grant under this subsection
10 shall use grant funds to scale up or expand a com-
11 munity school described in paragraph (1) that the
12 eligible entity is operating as of the date of applica-
13 tion, including by—

14 “(A) funding a community school coordi-
15 nator to work at the proposed eligible school or
16 for the eligible entity;

17 “(B) funding an initiative-level community
18 school coordinator to support all existing com-
19 munity schools described in paragraph (1), and
20 new community schools, supported by the eligi-
21 ble entity;

22 “(C) creating or strengthening a commu-
23 nity-wide leadership team that, with respect to
24 all full-service community schools supported by
25 the eligible entity, provides—

- 1 “(i) a results-based vision for the full-
2 service community schools;
- 3 “(ii) data and evaluation;
- 4 “(iii) finance and resource develop-
5 ment;
- 6 “(iv) alignment and integration of the
7 goals of the full-service community schools
8 with the pillars of community schools, and
9 implementation of those goals;
- 10 “(v) supportive policy and practices;
- 11 “(vi) professional development for
12 staff and technical assistance;
- 13 “(vii) broad community engagement;
- 14 “(viii) meetings that are open to the
15 public, and records related to finances,
16 personnel, and other decisionmaking proc-
17 esses that are made available for public re-
18 view; and
- 19 “(ix) supporting overlapping needs of
20 existing community schools described in
21 paragraph (1);
- 22 “(D) identifying an intermediary entity
23 (which can be the local educational agency or
24 another local government agency or a combina-
25 tion of these agencies in partnership with a

1 nonprofit organization) to provide planning, co-
2 ordination, and management of the community
3 school initiative supported under the grant, in
4 consultation with the community-wide leader-
5 ship team and community school sites;

6 “(E) creating an internal process to rep-
7 licate the existing community schools described
8 in paragraph (1) in other eligible schools;

9 “(F) conducting a needs and assets assess-
10 ment and crafting a community school plan for
11 each eligible school to be served by the grant,
12 led by the community school coordinator;

13 “(G) providing resources for additional
14 full-service community schools, which shall
15 serve members of the community without dis-
16 crimination based on race, color, religion, sexual
17 orientation, gender identity, age, or disability;

18 “(H) carrying out any activity described in
19 subsection (b)(2) in order to establish new full-
20 service community schools;

21 “(I) carrying out any activity described in
22 subparagraphs (D), (E), (F), (G), or (H) of
23 subsection (c)(2) at an existing community
24 school described in paragraph (1); or

1 “(J) funding internal evaluation personnel
2 to—

3 “(i) regularly track community school
4 data;

5 “(ii) support community schools in
6 collecting data for analysis and evaluation;
7 or

8 “(iii) carry out an evaluation of the
9 effects of each existing community school
10 described in paragraph (1) that is sup-
11 ported under this Act and an evaluation of
12 the cumulative effects of all community
13 schools.

14 “(4) REPORT.—At the end of the grant period,
15 an eligible entity that received a grant under this
16 subsection shall prepare and complete a report, de-
17 signed by the Secretary, that—

18 “(A) details the impact of the full-service
19 community school program on academic
20 achievement and opportunities;

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

23 “(C) includes school climate information
24 for all community schools served by the same
25 local educational agency as the full-service com-

1 community school that is supported under the
2 grant;

3 “(D) describes—

4 “(i) the integrated student supports,
5 expanded and enriched learning time and
6 opportunities, and family and community
7 engagement activities offered through the
8 grant; and

9 “(ii) the collaborative leadership and
10 practice structures in place at both the
11 school and community levels; and

12 “(E) identifies any cost savings from
13 greater coordination between community schools
14 and partner organizations in providing services
15 through the full-service community school pro-
16 gram supported under this subsection, including
17 any—

18 “(i) integration of grant funds with
19 funding from community partners and ex-
20 isting funding streams as of the day before
21 the receipt of the grant under this sub-
22 section; and

23 “(ii) changes in school spending as a
24 result of the full-service community school
25 program supported under this subsection.

1 “(e) RENEWAL.—

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

7 “(A) has satisfactorily completed an imple-
8 mentation or expansion grant under subsection
9 (c) or (d), respectively;

10 “(B) applies for a renewal under this sub-
11 section; and

12 “(C) details academic and whole-child out-
13 comes in the eligible schools assisted under the
14 grant that aligns with the results framework of
15 the eligible entity, which may include informa-
16 tion on school readiness, mental and physical
17 health, academic achievement, high school grad-
18 uation rates, postsecondary education accept-
19 ance and matriculation, reduced racial and eco-
20 nomic achievement gaps, school climate, and
21 school attendance.

22 “(2) USE OF FUNDS.—An eligible entity whose
23 grant is renewed under this subsection shall—

24 “(A) use the grant funds provided for ac-
25 tivities described in subsection (c)(2), in the

1 case of a renewed implementation grant, or sub-
2 section (d)(4), in the case of a renewed expan-
3 sion grant; and

4 “(B) be subject to all requirements, includ-
5 ing reporting requirements, under subsection
6 (c) or (d), as applicable.

7 “(f) STATE GRANTS.—

8 “(1) IN GENERAL.—A State receiving a grant
9 under subsection (a)(2) shall use the grant for the
10 planning, implementation, and expansion of commu-
11 nity schools in the State, in accordance with para-
12 graph (3).

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

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

22 “(B) A plan for creating a State liaison
23 position who will—

24 “(i) oversee the implementation of
25 funds under this grant; and

1 “(ii) support and coordinate commu-
2 nity school efforts in the State educational
3 agency.

4 “(C) A description of the community
5 schools in the State, as of the date of applica-
6 tion.

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

9 “(E) An assurance that the State will
10 use—

11 “(i) not more than 5 percent of the
12 grant funds awarded under this subsection
13 for the administration costs of the grant;
14 and

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

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

1 color, religion, gender (including sexual orienta-
2 tion and gender identity), age, or disability.

3 “(G) An assurance that any community
4 school supported by grant funds will hold lead-
5 ership team meetings that are open to the pub-
6 lic, and that records related to finances, per-
7 sonnel, and other decisionmaking processes for
8 those schools are made available for public re-
9 view.

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

13 “(A) provide subgrants to local educational
14 agencies in accordance with subsection (c) or
15 (d) to start new community schools or sustain
16 existing community schools as of the date of re-
17 ceiving funds for the subgrant;

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

22 “(C) establish a State-level steering com-
23 mittee (which may be a previously existing
24 team) that represents relevant community
25 schools stakeholders, including educators, com-

1 community school initiative leaders, education union
2 or association designees, and community school
3 coordinators from schools already implementing
4 community schools in the State, which shall—

5 “(i) have the authority to make deci-
6 sions about the design, implementation,
7 and evaluation of State efforts under this
8 section;

9 “(ii) include at least 10 members and
10 be co-chaired by a community school stake-
11 holder;

12 “(iii) if applicable, be responsible for
13 the design of all aspects of a State tech-
14 nical assistance center described in para-
15 graph (4)(B); and

16 “(iv) ensure that all steering com-
17 mittee meetings are open to the public;

18 “(D) develop or provide resources to help
19 local educational agencies in the State identify,
20 assess needs for, and implement community
21 schools throughout the State;

22 “(E) establish goals on the implementation
23 and expansion of community schools throughout
24 the State;

1 “(F) provide resources to foster statewide
2 engagement on the academic, social, emotional,
3 and health benefits of implementing community
4 schools;

5 “(G) develop a plan to include community
6 schools in the State plans under section 1111
7 and for long-term State support of community
8 schools;

9 “(H) work with State legislatures to sup-
10 port community schools in State planning and
11 budgeting; and

12 “(I) work with local educational agencies
13 and technical assistance providers to provide
14 evidence-based technical assistance specifically
15 for the implementation of community schools to
16 local educational agencies or schools.

17 “(4) OPTIONAL ACTIVITIES.—A State edu-
18 cational agency may use funds provided under a
19 grant under this subsection to—

20 “(A) work with institutions of higher edu-
21 cation to provide technical assistance and sup-
22 port for developing and sustaining community
23 school initiatives across the State, which may
24 include research partnerships and programs re-
25 lated to career and technical education;

1 “(B) provide subgrants to institutions of
2 higher education or nonprofit organizations to
3 operate a State technical assistance center;

4 “(C) provide professional development and
5 coaching for community school staff;

6 “(D) provide strategic planning support
7 for local educational agencies and schools;

8 “(E) develop infrastructure to support
9 partnerships, at the local educational agency
10 level, to provide resources for schools;

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

17 “(G) work with local educational agencies,
18 and partner organizations who are interested in
19 working with local educational agencies to
20 adopt or expand community schools in the
21 State, on the planning and sustainability of the
22 State community school program;

23 “(H) work with local educational agencies
24 on how to coordinate with counties, cities, and
25 other units of local government to coordinate

1 supports to provide resources for community
2 schools, including resources for career and tech-
3 nical education; or

4 “(I) provide guidance to public health and
5 other healthcare organizations interested in
6 supporting school-based efforts and help con-
7 nect such organizations with local educational
8 agencies working on community school efforts.

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

16 “(6) EVALUATION AND REPORT.—

17 “(A) EVALUATION.—At the end of the
18 grant period for a grant under this subsection
19 (including any continuation grant awarded
20 under paragraph (5)), each eligible State shall
21 undergo an evaluation designed by the Sec-
22 retary. The evaluation shall include, at a min-
23 imum—

24 “(i) the data described in subsection
25 (d)(3)(A)(i)—

1 “(I) for community schools; and

2 “(II) for other elementary and
3 secondary schools in the State;

4 “(ii) the information described in sub-
5 section (d)(3)(A)(ii) for the State;

6 “(iii) the information described in
7 subsection (d)(3)(B)(i); and

8 “(iv) an evaluation of community
9 schools in the State, as compared to those
10 schools before they became community
11 schools or as compared to similar schools
12 in the State, including—

13 “(I) an analysis of the progress
14 on meeting the goals described in
15 paragraph (3)(B);

16 “(II) student chronic absenteeism
17 rates;

18 “(III) student discipline rates, in-
19 cluding suspensions and expulsions;

20 “(IV) school climate information,
21 which may come from student, parent,
22 or teacher surveys;

23 “(V) the provision of integrated
24 student supports and stakeholder
25 services;

1 “(VI) expanded and enriched
2 learning time and opportunities;

3 “(VII) family and community en-
4 gagement efforts and impact;

5 “(VIII) information on the num-
6 ber, qualifications, and retention of
7 school staff, including the number and
8 percentage of fully certified teachers
9 and rates of teacher turnover;

10 “(IX) graduation rates; and

11 “(X) changes in school spending
12 information.

13 “(g) REPORT TO CONGRESS.—

14 “(1) IN GENERAL.—Not later than 5 years
15 after the date of enactment of the Full-Service Com-
16 munity School Expansion Act of 2020, the Secretary
17 shall prepare and submit to Congress a report on
18 the impact of the community school program sup-
19 ported under this section.

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

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

1 “(A) data gathered under the program
2 under this section, in the aggregate and
3 disaggregated by the categories described in
4 subsection (d)(3)(A)(i);

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

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

14 “(h) TECHNICAL ASSISTANCE.—

15 “(1) ASSISTANCE AND SUPPORT.—From
16 amounts made available under subsection (a)(3), the
17 Secretary shall make technical assistance and sup-
18 port available to grant recipients under this section.
19 Such support shall consist of—

20 “(A) national and regional meetings for
21 the personnel of community schools;

22 “(B) community school site visits based on
23 need and scope of the grants provided under
24 this section; and

1 “(C) implementing strategies in the fol-
2 lowing key areas:

3 “(i) Leveraging and coordinating the
4 resources of other Federal, State, and local
5 systems, including systems that address
6 healthcare or early childhood education
7 and other Federal programs, such as the
8 Promise Neighborhoods program under
9 section 4624 and the 21st Century Com-
10 munity Learning Centers program under
11 part B of this title, and assisting the ef-
12 forts of local educational agencies to secure
13 such funding.

14 “(ii) Addressing data-sharing chal-
15 lenges due to the requirements under sec-
16 tion 444 of the General Education Provi-
17 sions Act (20 U.S.C. 1232g) (commonly
18 referred to as the ‘Family Educational
19 Rights and Privacy Act of 1974’) and the
20 Health Insurance Portability and Account-
21 ability Act of 1996 (Public Law 104–191)
22 by assisting with the implementation of
23 waiver or nondisclosure agreement strate-
24 gies that allow community partners to ac-
25 cess data.

1 “(iii) Distributing materials that de-
2 scribe the elements and advantages of com-
3 munity schools, including references to
4 governmental and nonprofit reports.

5 “(iv) Assisting any local educational
6 agency in forming a task force to study the
7 creation and administration of community
8 schools and connecting the local edu-
9 cational agency with other statewide insti-
10 tutions who might partner with the agency,
11 including institutions of higher education
12 or public health organizations.

13 “(v) Establishing a national steering
14 committee—

15 “(I) composed of entities that re-
16 ceived grants under this section for
17 full-service community schools, edu-
18 cation labor organization representa-
19 tives, nonprofit community school
20 partners, research institutions with
21 community school expertise, and other
22 relevant stakeholders;

23 “(II) to determine standards for
24 technical assistance for State edu-

1 cational agencies, local educational
2 agencies, and school sites; and

3 “(III) to support the development
4 of tools for implementing full-service
5 community schools for grantees under
6 this section.

7 “(vi) Informing State and local edu-
8 cational agencies of the availability of
9 grants under this section, and providing
10 technical assistance to entities in applying
11 for such grants.

12 “(vii) Informing State and local edu-
13 cational agencies of other sources of fund-
14 ing for community schools, including fund-
15 ing under part A of title I, school improve-
16 ment grants under section 1003, 21st cen-
17 tury community learning center grants
18 under part B of this title, and any other
19 Federal grants or sources of funding.

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

24 “(2) TECHNICAL ASSISTANCE CENTER.—

1 “(A) IN GENERAL.—From amounts made
2 available to carry out this subsection, the Sec-
3 retary shall establish a technical assistance cen-
4 ter to provide technical assistance to community
5 schools, eligible entities, and States under this
6 section.

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

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

16 (1) in subsection (a)—

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

19 (B) by striking paragraph (1) and insert-
20 ing the following:

21 “(1) PROMISE NEIGHBORHOODS.—The Sec-
22 retary shall use not less than 95 percent of the
23 amounts made available under section 4601(b)(2)(B)
24 to award grants, on a competitive basis and subject
25 to subsection (e), to eligible entities for the imple-

1 mentation of a comprehensive, effective continuum
2 of coordinated services that meets the purpose de-
3 scribed in section 4621(1) by carrying out activities
4 in neighborhoods with—

5 “(A) high concentrations of low-income in-
6 dividuals;

7 “(B) multiple signs of distress, which may
8 include high rates of poverty, childhood obesity,
9 academic failure, and juvenile delinquency, ad-
10 judication, or incarceration; and

11 “(C) schools implementing comprehensive
12 support and improvement activities or targeted
13 support and improvement activities under sec-
14 tion 1111(d).

15 “(2) FULL-SERVICE COMMUNITY SCHOOLS AU-
16 THORIZED.—The Secretary shall use the amounts
17 made available under section 4601(c) to carry out
18 the full-service community school program under
19 section 4625(a).”;

20 (2) in subsection (b)—

21 (A) in the subsection heading, by inserting
22 “OF PROMISE NEIGHBORHOODS GRANTS” after
23 “DURATION”; and

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

1 (3) in subsection (c)—

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

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

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

11 (4) in subsection (d)—

12 (A) by striking paragraph (2);

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

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

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

22 (6) in subsection (f)—

23 (A) in the subsection heading, by inserting
24 “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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