

117TH CONGRESS
1ST SESSION

H. R. 1241

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

IN THE HOUSE OF REPRESENTATIVES

FEBRUARY 23, 2021

Mr. JONES (for himself and Mr. TRONE) introduced the following bill; which was referred to the Committee on Education and Labor

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 2021”.

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,

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

“(B) includes—

“(i) representatives from the local educational agency;

“(ii) educators, school leaders, students, and parents, family members, and caregivers of students, from each eligible school supported by such grant;

“(iii) community members;

“(iv) system-level partners that include representatives from government agencies, relevant labor organizations, and nonprofit and other community-based partners; and

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

“(C) may—

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

“(ii) solely focus on community schools or have additional functions and 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)”; and

1 (C) in subparagraph (B)(ii), by inserting
2 “Indian Tribes, Tribal organizations,” after
3 “nonprofit organizations,”;

4 (4) by inserting after paragraph (6), as redesign-
5 nated by paragraph (1), the following:

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

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

14 “(B) has been identified for comprehensive
15 support and improvement, targeted support and
16 improvement, or additional targeted support
17 pursuant to section 1111(d) or otherwise has
18 been identified by the State as a school in need
19 of additional support.”;

20 (5) by striking paragraph (8), as redesignated
21 by paragraph (1), and inserting the following:

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

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

4 “(A) Integrated student supports for the
5 students of a community school that address
6 out-of-school barriers to learning through part-
7 nerships with social and health service agencies
8 and providers and coordinated by a community
9 school coordinator, which may include—

10 “(i) medical, dental, vision care, and
11 mental health services; and

12 “(ii) individuals to assist with hous-
13 ing, transportation, nutrition, immigration,
14 or criminal justice issues and needs.

15 “(B) Expanded and enriched learning time
16 and opportunities, including evidence-based
17 strategies including before-school, after-school,
18 during-school, weekend, and summer programs
19 that provide additional academic instruction, in-
20 dividualized academic support, enrichment ac-
21 tivities, or learning opportunities, for students
22 of a community school that—

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

1 “(ii) may include art, music, drama,
2 creative writing, hands-on experience with
3 engineering or science (including computer
4 science), career and technical education,
5 tutoring and homework help, or rec-
6 reational programs that enhance and are
7 consistent with the school’s curriculum.

8 “(C) Active family and community engage-
9 ment—

10 “(i) that—

11 “(I) brings parents and families
12 of students of the community school
13 and the community into the school as
14 partners in students’ education, in-
15 cluding meaningfully involving parents
16 and families in the community
17 school’s decisionmaking processes;

18 “(II) makes the community
19 school a hub for services, activities,
20 and programs, for students, families,
21 and members of the neighborhood
22 that the community school serves; and

23 “(III) provides adults with de-
24 sired educational opportunities; and

1 “(ii) that provides centralized sup-
2 ports for families and communities in com-
3 munity schools, which may include English
4 as a second language classes, green card or
5 citizenship preparation, computer skills,
6 art, housing assistance, child abuse and
7 neglect prevention supports, or other pro-
8 grams that bring community members into
9 a school building for meetings, events, or
10 programming.

11 “(D) Collaborative leadership and practices
12 that build a culture of professional learning,
13 collective trust, and shared responsibility for
14 each community school using strategies that—

15 “(i) shall, at a minimum, include a
16 school-based leadership team, a community
17 school coordinator, and a community-wide
18 leadership team; and

19 “(ii) may include other leadership or
20 governance teams, community school steer-
21 ing committees, or other community coali-
22 tions, educator learning communities, and
23 other staff to manage the multiple, com-
24 plex joint work of school and community
25 organizations.”; and

1 (6) by inserting after paragraph (10), as reded-
2 icated by paragraph (1), the following:

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

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

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

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

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

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

18 “(III) all of the following:

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

21 “(bb) The community school
22 coordinator.

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

1 “(dd) Community partners.

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

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

9 “(12) RESULTS FRAMEWORK.—The term ‘re-
10 sults framework’ means comprehensive, evidence-
11 based annual goals and aligned quantifiable indica-
12 tors demonstrating continuous improvement with re-
13 spect to students, particularly disadvantaged stu-
14 dents, that—

15 “(A) are established by an eligible entity or
16 State, as applicable; and

17 “(B) serve as targets for each year of the
18 framework; and

19 “(C) shall include at least the following
20 goals:

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

1 “(ii) Students are engaged and aca-
2 demically achieving in school.

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

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

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

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

14 “(vii) Students are contributing to
15 their communities.

16 “(viii) Students are civically engaged
17 or are active participants in democracy.

18 “(ix) Students are not chronically ab-
19 sent.”.

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

1 **“SEC. 4625. FULL-SERVICE COMMUNITY SCHOOL SUPPORT**
2 **FOR WHOLE-CHILD SUCCESS.**

3 “(a) GRANTS AUTHORIZED.—

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

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

9 “(i) 1-year planning grants described
10 in subsection (b) to eligible entities, in an
11 amount that—

12 “(I) is not less than \$100,000;
13 and

14 “(II) may not exceed the amount
15 equal to \$100,000 for each eligible
16 school to be served by the eligible en-
17 tity under the grant;

18 “(ii) 5-year implementation grants de-
19 scribed in subsection (c) to eligible entities,
20 in an amount of not less than \$250,000
21 each year for each eligible school to be
22 served by the eligible entity under the
23 grant; and

24 “(iii) 3- to 5-year expansion grants
25 described in subsection (d) to eligible enti-
26 ties, in an amount of not less than

1 \$300,000 each year and an additional
2 \$150,000 for each additional school, except
3 that for fiscal year 2021 through 2023, the
4 total funds for expansion grants under this
5 subparagraph shall be no more than 20
6 percent of the total amount available under
7 this paragraph;

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

11 “(C) not more than 5 percent of such
12 funds to provide technical assistance for com-
13 munity schools under subsection (h).

14 “(2) RESERVATION OF FUNDS.—Three percent
15 of the funds described in paragraph (1)(A) shall be
16 reserved for eligible entities that include the Bureau
17 of Indian Education, an Indian Tribe, or a Tribal
18 organization.

19 “(b) PLANNING GRANTS.—

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

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

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

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

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

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

24 “(ii) have a demonstrated need to be
25 a community school, including by providing

1 data regarding poverty rates, discipline
2 rates, academic achievement, student phys-
3 ical and mental health, or additional infor-
4 mation connected to the pillars of commu-
5 nity schools;

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

10 “(iv) provide documentation regarding
11 whether such school has been identified for
12 comprehensive support and improvement,
13 targeted support and improvement, or ad-
14 ditional targeted support pursuant to sec-
15 tion 1111(d).

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

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

1 “(ii) service providers, including po-
2 tential service providers, and system-level
3 partners, such as government agencies, rel-
4 evant labor organizations, and nonprofit
5 and other community-based partners; and
6 “(iii) community members.

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

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

21 “(H) A data-sharing agreement between
22 the local educational agency and partner enti-
23 ties and services that ensure the sharing of rel-
24 evant real-time student data to conduct the

1 needs and assets assessment described in para-
2 graph (2)(A)(i)(I).

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

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

15 “(2) PLANNING GRANT ACTIVITIES.—

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

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

1 staff, and engages a significant number of
2 community members for each school; and

3 “(II) analyze the results of the assess-
4 ment;

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

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

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

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

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

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

1 support services for a full-service com-
2 munity school in the relevant area;
3 and

4 “(II) which may include public,
5 private, and nonprofit agencies or or-
6 ganizations that provide higher edu-
7 cation, educational enrichment, sub-
8 stance abuse prevention and edu-
9 cation, mental and physical health
10 services, housing assistance, transpor-
11 tation, job training, housing and eco-
12 nomic development, and social welfare
13 services;

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

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

23 “(ix) if necessary, hire additional
24 staff, provide additional compensation to
25 existing staff, or contract with a nonprofit

1 entity or entities to aid in the activities
2 necessary to apply for an implementation
3 grant or implement the full-service commu-
4 nity school plan described in clause (x);
5 and

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

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

16 “(II) how collaborative leadership
17 and practices structures and strate-
18 gies will be identified and used;

19 “(III) the integrated student sup-
20 ports or stakeholder services, ex-
21 panded and enriched learning time
22 and opportunities, and active family
23 and community engagement activities
24 that will be tailored to the needs and
25 assets assessment conducted under

1 clause (i)(I) and provided in each such
2 school;

3 “(IV) how each such school will
4 provide culturally and linguistically
5 relevant communication between such
6 school and families;

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

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

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

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

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

15 “(ii) the eligible entity’s subsequent
16 identification of partner entities.

17 “(C) PLANNING REPORT.—Not later than
18 2 years after receiving a planning grant under
19 this subsection, the eligible entity shall submit
20 to the Secretary a planning report that includes
21 the following:

22 “(i) A description of the actions taken
23 to coordinate and, in collaboration with its
24 partner entities, facilitate the provision of
25 strategies aligned to the 4 pillars of com-

1 munity schools to enable at least 1 eligible
2 school to become a full-service community
3 school.

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

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

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

23 “(III) How a full-service commu-
24 nity school program contributes to ad-
25 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) Annual measurable performance
9 objectives and goals from a results frame-
10 work to be used by the eligible entity,
11 disaggregated for all students and each
12 subgroup of students, as defined in section
13 1111(c)(2), including an increase in the
14 number and percentage of families and
15 students targeted for services each year of
16 the proposed full-service community school
17 program, in order to ensure that children
18 are—

19 “(I) meeting the challenging
20 State academic standards established
21 under section 1111(b); and

22 “(II) safe, healthy, and sup-
23 ported by engaged families.

24 “(v) A description of the integrated
25 student support services, including existing

1 and additional integrated student support
2 services, to be coordinated by the commu-
3 nity school coordinator and provided by the
4 eligible entity and its partner entities
5 through each proposed full-service commu-
6 nity school, including an explanation of—

7 “(I) why such services have been
8 selected, including references to the
9 needs and assets assessment described
10 in subparagraph (A)(i);

11 “(II) how such services will im-
12 prove student academic achievement;

13 “(III) how such services address
14 social and emotional needs of students
15 and the use of trauma informed care;

16 “(IV) how such services will ad-
17 dress the annual measurable perform-
18 ance objectives and outcomes de-
19 scribed in clause (iv);

20 “(V) plans for student transpor-
21 tation to and from after-school and
22 summer activities offered through the
23 proposed full-service community
24 schools;

1 “(VI) the services designed to ad-
2 dress the needs for youth transition-
3 ing out of high school or disconnected
4 youth aged 16 through 24; and

5 “(VII) services and supports to
6 prepare students for college and im-
7 prove college access, and services to
8 help students transition to higher edu-
9 cation.

10 “(vi) Plans, including a description of
11 the applicable funding sources, to ensure
12 that each proposed full-service community
13 school site is served by a full-time commu-
14 nity school coordinator—

15 “(I) at such school; or

16 “(II) in the case of an eligible
17 school in a rural area or on Tribal
18 lands, as described in section
19 4622(2)(A).

20 “(vii) Plans for professional develop-
21 ment, for the personnel of each proposed
22 full-service community school and partner
23 service providers, on—

1 “(I) managing, coordinating, or
2 delivering integrated student support
3 services;

4 “(II) expanded and enriched
5 learning time and opportunities;

6 “(III) active family engagement;
7 and

8 “(IV) collaborative leadership
9 and practices.

10 “(viii) Plans to establish a school-
11 based leadership team and plans for joint
12 utilization of school facilities, which shall
13 include opportunities for collaboration at
14 each participating eligible school between
15 the community school coordinator and
16 members of the school-based leadership
17 teams, families, and the community, to
18 plan, evaluate progress, and reassess
19 needs.

20 “(ix) Plans for annual evaluation
21 based upon attainment of the performance
22 objectives and outcomes described in clause
23 (iv).

24 “(x) Plans for sustaining the pro-
25 grams and services described in this sub-

section, including plans to leverage community partners and existing revenue streams at the proposed full-service community schools upon the end of any implementation grant under subsection (c).

“(D) TIMING AND ELIGIBILITY.—An eligible entity receiving a planning grant under this subsection is eligible to apply for an implementation grant under subsection (c) immediately upon the completion of all grant requirements under this subsection and the submission of the planning report to the Secretary under subparagraph (C).

“(c) IMPLEMENTATION GRANTS.—

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

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

“(B) in the case of an eligible entity that has not successfully completed a planning grant under subsection (b), submit an application, at

1 such time and in such manner as required by
2 the Secretary, that—

3 “(i) demonstrates that the eligible en-
4 tity has completed the planning activities
5 described in subsection (b)(2); and

6 “(ii) includes the information required
7 under the application under subsection
8 (b)(2)(A) and a planning report as de-
9 scribed in subsection (b)(2)(C);

10 “(C) provide a data-sharing agreement be-
11 tween the local educational agency and partner
12 entities and services that ensures the sharing of
13 relevant real-time student data to determine the
14 provision of services and assess program
15 progress and quality;

16 “(D) provide an assurance that any grant
17 funds awarded will benefit members of the com-
18 munity served without discrimination based on
19 race, color, religion, gender (including sexual
20 orientation and gender identity), age, or dis-
21 ability; and

22 “(E) provide an assurance that any full-
23 service community school will hold leadership
24 team meetings that are open to the public, and
25 that records related to finances, personnel, and

1 other decisionmaking processes for those
2 schools will be made available for public review.

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

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

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

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

21 “(i) a school-based leadership team,
22 community-wide leadership team, or educa-
23 tor learning communities to establish a
24 strong collaborative leadership structure
25 for each eligible school to be served; and

1 “(ii) a community-wide leadership
2 team to establish a strong collaborative
3 leadership structure to support all eligible
4 schools being served.

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

10 “(E) Implement integrated student sup-
11 ports at the eligible school to be served, includ-
12 ing not less than two of the following:

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

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

22 “(iii) Programs that provide assist-
23 ance to students of the eligible school who
24 have been or are at risk of being chron-
25 ically absent, suspended, or expelled, and

1 students who are failing, or at risk of fail-
2 ing, to meet the challenging State aca-
3 demic standards under section 1111(b), in-
4 cluding—

5 “(I) mentoring and other youth
6 development programs;

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

13 “(III) specialized instructional
14 support services;

15 “(IV) homeless prevention serv-
16 ices;

17 “(V) developmentally appropriate
18 physical education;

19 “(VI) legal services, including im-
20 migration-related legal services;

21 “(VII) dropout prevention pro-
22 grams and reengagement programs;

23 “(VIII) supports for students in
24 foster care and children experiencing
25 homelessness;

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

10 “(X) technical assistance for stu-
11 dents with limited access to digital de-
12 vices or high-speed internet services.

13 “(F) Implement expanded and enriched
14 learning time, which may include—

15 “(i) additional academic instruction
16 and high-quality academic tutoring;

17 “(ii) before- and after-school and
18 summer learning programs;

19 “(iii) mentorship programs;

20 “(iv) workforce development activities,
21 including career and technical education,
22 internships, pre-apprenticeship programs,
23 and service-learning opportunities;

24 “(v) student support services for chil-
25 dren with disabilities;

1 “(vi) additional college access support,
2 including earning college credit while in
3 high school, college visits, summer bridge
4 programs, college counseling, or other serv-
5 ices geared towards college success; and

6 “(vii) advanced skill development in
7 areas of interest including music, arts,
8 sports, technology, or other areas.

9 “(G) Implement active family and commu-
10 nity engagement strategies, which may in-
11 clude—

12 “(i) culturally and linguistically rel-
13 evant communication between such school
14 and families;

15 “(ii) on-site early childhood care and
16 education programs;

17 “(iii) home visitation services by edu-
18 cators and other professionals who are em-
19 ployed by the eligible entity or a service
20 provider;

21 “(iv) adult education, including in-
22 struction in English as a second language
23 programs, financial literacy education, pro-
24 grams that lead to the recognized equiva-

1 lent of a high school diploma, or credit re-
2 covery programs;

3 “(v) workforce development activities,
4 including job search and preparation serv-
5 ices and career advancement activities;

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

8 “(vii) programs that aid family and
9 community well-being, including accessing
10 homeless prevention services;

11 “(viii) programs that promote paren-
12 tal and family involvement and family lit-
13 eracy and provide volunteer opportunities;

14 “(ix) assistance and supports for chil-
15 dren and young people involved in the child
16 welfare system;

17 “(x) higher education preparation
18 courses, including credit accumulation and
19 other higher education or continuing edu-
20 cation preparation courses, and college
21 counseling to prepare students and families
22 for higher education; and

23 “(xi) child abuse and neglect preven-
24 tion activities, including services to
25 strengthen families.

1 “(H) Implement collaborative leadership
2 and practice strategies, which may include—

3 “(i) building the capacity of edu-
4 cators, principals, other school leaders, and
5 other staff to lead collaborative school im-
6 provement structures, such as professional
7 learning communities;

8 “(ii) regularly convening or engaging
9 all initiative-level partners, such as local
10 educational agency representatives, city or
11 county officials, children’s cabinets, non-
12 profit service providers, public housing
13 agencies, and advocates;

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

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

23 “(I) Support and enable the district liaison
24 described in subsection (b)(1)(E) to lead the
25 community-wide leadership team and carry out

1 the activities described in the eligible entity’s
2 application and planning report submitted
3 under paragraph (1).

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

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

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

17 “(i) details the impact of the full-serv-
18 ice community school program on academic
19 achievement and opportunities, as aligned
20 with the results framework of the eligible
21 entity, including achievement based on the
22 challenging State academic standards es-
23 tablished under section 1111(b);

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

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

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

“(II) measures of student engagement, safety, attendance, staff turnover, and family involvement; and

“(III) measures of students’ social emotional skills, habits, and mindsets;

“(iii) describes—

“(I) the integrated student supports, expanded and enriched learning time and opportunities, and family and community engagement activities offered by the full-service community school program at the eligible school; and

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

“(iv) includes information on the number, qualifications, and retention of

1 school staff at the eligible school, including
2 the number and percentage of fully cer-
3 tified teachers, disaggregated by race and
4 ethnicity, and rates of teacher turnover;
5 and

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

16 “(B) identifies any cost savings from
17 greater coordination between community schools
18 and partner organizations in providing services
19 through the full-service community school pro-
20 gram, including any integration of grant funds
21 with funding from community partners and ex-
22 isting funding streams, and changes in school
23 spending as a result of the full-service commu-
24 nity school program.

25 “(d) EXPANSION GRANTS.—

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

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

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

9 “(ii) community schools supported
10 under another source of funding.

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

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

23 “(A) A needs and assets assessment for
24 the eligible school.

1 “(B) Information about the school that in-
2 cludes—

3 “(i) student demographic, academic
4 achievement, and school climate data—

5 “(I) disaggregated by major de-
6 mographic groups, including—

7 “(aa) student subgroups (as
8 defined under section
9 1111(c)(2)), students experi-
10 encing homelessness, and chil-
11 dren or youth in foster care; and

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

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

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

22 “(iii) a description of the need for,
23 and access to, expanded and enriched
24 learning time and opportunities;

1 “(iv) school funding information, in-
2 cluding Federal, State, local, and private
3 education funding, and per-pupil spending,
4 based on actual salaries of personnel as-
5 signed to the eligible school;

6 “(v) information on the number,
7 qualifications, and stability of school staff,
8 including the number and percentage of
9 fully certified teachers, disaggregated by
10 race and ethnicity, and rates of teacher
11 turnover;

12 “(vi) active family and community en-
13 gagement information, including—

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

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

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

24 “(vii) collaborative leadership and
25 practices, including a description of the eli-

1 gible school’s community-wide leadership
2 team, school-based leadership teams, edu-
3 cator learning communities, and common
4 planning time for educators;

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

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

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

24 “(i) how the community school coordi-
25 nator and, as applicable, community school

1 initiative director, and community-wide
2 leadership team will be expected to fulfill
3 their responsibilities;

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

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

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

18 “(v) how the eligible school will estab-
19 lish and maintain partnerships with non-
20 profit organizations, faith and community-
21 based institutions, institutions of higher
22 education, including teacher preparation
23 programs, hospitals, museums, businesses,
24 public housing agencies, and other commu-
25 nity entities that will help implement and

1 sustain the community school plan and
2 that will participate in a community-wide
3 leadership structure;

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

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

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

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

23 “(F) An assurance that any community
24 school opened with the use of grant funds will
25 hold leadership team meetings that are open to

1 the public, and that records related to finances,
2 personnel, and other decisionmaking processes
3 for those schools are made available for public
4 review.

5 “(3) USES OF FUNDS.—An eligible entity re-
6 ceiving an expansion grant under this subsection
7 shall use grant funds to scale up or expand a com-
8 munity school described in paragraph (1) that the
9 eligible entity is operating as of the date of applica-
10 tion, including by—

11 “(A) funding a community school coordi-
12 nator to work at the proposed eligible school or
13 for the eligible entity;

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

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

23 “(i) a results-based vision for the full-
24 service community schools;

25 “(ii) data and evaluation;

1 “(iii) finance and resource develop-
2 ment;

3 “(iv) alignment and integration of the
4 goals of the full-service community schools
5 with the pillars of community schools, and
6 implementation of those goals;

7 “(v) supportive policy and practices;

8 “(vi) professional development for
9 staff and technical assistance;

10 “(vii) broad community engagement;

11 “(viii) meetings that are open to the
12 public, and records related to finances,
13 personnel, and other decisionmaking proc-
14 esses that are made available for public re-
15 view; and

16 “(ix) supporting overlapping needs of
17 existing community schools described in
18 paragraph (1);

19 “(D) identifying an intermediary entity
20 (which can be the local educational agency or
21 another local government agency or a combina-
22 tion of these agencies in partnership with a
23 nonprofit organization) to provide planning, co-
24 ordination, and management of the community
25 school initiative supported under the grant, in

1 consultation with the community-wide leader-
2 ship team and community school sites;

3 “(E) creating an internal process to rep-
4 licate the existing community schools described
5 in paragraph (1) in other eligible schools;

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

10 “(G) providing resources for additional
11 full-service community schools, which shall
12 serve members of the community without dis-
13 crimination based on race, color, religion, sex
14 (including sexual orientation and gender iden-
15 tity), age, or disability;

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

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

23 “(J) funding an evaluation of activities
24 supported by the grant under this section by—

1 “(i) regularly tracking community
2 school data;

3 “(ii) supporting community schools in
4 collecting data for analysis and evaluation;
5 or

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

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

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

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

21 “(C) includes school climate information
22 for all community schools served by the same
23 local educational agency as the full-service com-
24 munity school that is supported under the
25 grant;

1 “(D) describes—

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

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

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

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

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

24 “(e) RENEWAL.—

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

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

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

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

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

1 “(A) use the grant funds provided for ac-
 2 tivities described in subsection (c)(2), in the
 3 case of a renewed implementation grant, or sub-
 4 section (d)(3), in the case of a renewed expan-
 5 sion grant; and

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

9 “(f) STATE GRANTS.—

10 “(1) IN GENERAL.—A State receiving a grant
 11 under subsection (a)(1)(B) shall use the grant for
 12 the planning, implementation, and expansion of com-
 13 munity schools in the State, in accordance with
 14 paragraph (3).

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

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

24 “(B) A plan for creating a State liaison
 25 position who will—

1 “(i) oversee the implementation of
2 funds under this grant; and

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

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

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

11 “(E) An assurance that the State will
12 use—

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

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

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

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

13 “(3) REQUIRED ACTIVITIES.—A State edu-
14 cational agency receiving a grant under this sub-
15 section shall—

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

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

1 “(C) establish a State-level steering com-
2 mittee (which may be a previously existing
3 team) that represents relevant community
4 schools stakeholders, including educators, com-
5 munity school initiative leaders, education union
6 or association designees, and community school
7 coordinators from schools already implementing
8 community schools in the State, which shall—

9 “(i) have the authority to make deci-
10 sions about the design, implementation,
11 and evaluation of State efforts under this
12 section;

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

16 “(iii) if applicable, be responsible for
17 the design of all aspects of a State tech-
18 nical assistance center described in para-
19 graph (4)(B); and

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

22 “(D) develop or provide resources to help
23 local educational agencies in the State identify,
24 assess needs for, and implement community
25 schools throughout the State;

1 “(E) establish goals on the implementation
2 and expansion of community schools throughout
3 the State;

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

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

12 “(H) work with State legislatures to sup-
13 port community schools in State planning and
14 budgeting; and

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

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

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

1 school initiatives across the State, which may
2 include research partnerships and programs re-
3 lated to career and technical education;

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

7 “(C) provide professional development and
8 coaching for community school staff;

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

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

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

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

1 “(H) work with local educational agencies
2 on how to coordinate with counties, cities, and
3 other units of local government to coordinate
4 supports to provide resources for community
5 schools, including resources for career and tech-
6 nical education; or

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

12 “(5) CONTINUATION GRANTS.—Notwithstand-
13 ing any other provision of this subsection, the Sec-
14 retary may award a State that has received a grant
15 under paragraph (1) with not more than 1 addi-
16 tional 1- to 5-year continuation grant if the State
17 applies for such a grant, to be used to carry out ac-
18 tivities described in paragraphs (3) and (4).

19 “(6) EVALUATION.—At the end of the grant pe-
20 riod for a grant under this subsection (including any
21 continuation grant awarded under paragraph (5)),
22 each eligible State shall undergo an evaluation de-
23 signed by the Secretary. The evaluation shall in-
24 clude, at a minimum, an evaluation of community
25 schools in the State, as compared to those schools

1 before they became community schools or as com-
2 pared to similar schools in the State, including the
3 following data disaggregated by subgroups of stu-
4 dents, as defined in section 1111(c)(2):

5 “(A) An analysis of the progress on meet-
6 ing the goals described in paragraph (3)(B).

7 “(B) Student chronic absenteeism rates.

8 “(C) Student discipline rates, including
9 suspensions and expulsions.

10 “(D) School climate information, which
11 may come from student, parent, or teacher sur-
12 veys.

13 “(E) The provision of integrated student
14 supports and stakeholder services.

15 “(F) Expanded and enriched learning time
16 and opportunities.

17 “(G) Family and community engagement
18 efforts and impact.

19 “(H) Information on the number, quali-
20 fications, and retention of school staff, includ-
21 ing the number and percentage of fully certified
22 teachers, disaggregated by race and ethnicity,
23 and rates of teacher turnover.

24 “(I) Graduation rates.

1 “(J) Changes in school spending informa-
2 tion.

3 “(g) REPORT TO CONGRESS.—

4 “(1) IN GENERAL.—Not later than 5 years
5 after the date of enactment of the Full-Service Com-
6 munity School Expansion Act of 2021, the Secretary
7 shall prepare and submit to Congress a report on
8 the impact of the community school program sup-
9 ported under this section.

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

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

16 “(A) data gathered under the program
17 under this section, in the aggregate and
18 disaggregated by each subgroup of students as
19 defined in section 1111(c)(2);

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

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

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

4 “(h) TECHNICAL ASSISTANCE.—

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

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

12 “(B) community school site visits based on
13 need and scope of the grants provided under
14 this section; and

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

17 “(i) Leveraging and coordinating the
18 resources of other Federal, State, and local
19 systems, including systems that address
20 healthcare or early childhood education
21 and other Federal programs, such as the
22 Promise Neighborhoods program under
23 section 4624 and the 21st Century Com-
24 munity Learning Centers program under
25 part B of this title, and assisting the ef-

1 forts of local educational agencies to secure
2 such funding.

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

15 “(iii) Distributing materials that de-
16 scribe the elements and advantages of com-
17 munity schools, including references to
18 governmental and nonprofit reports.

19 “(iv) Assisting any local educational
20 agency in forming a task force to study the
21 creation and administration of community
22 schools and connecting the local edu-
23 cational agency with other statewide insti-
24 tutions who might partner with the agency,

1 including institutions of higher education
2 or public health organizations.

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

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

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

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

21 “(vi) Informing State and local edu-
22 cational agencies of the availability of
23 grants under this section, and providing
24 technical assistance to entities in applying
25 for such grants.

1 “(vii) Informing State and local edu-
2 cational agencies of other sources of fund-
3 ing for community schools, including fund-
4 ing under part A of title I, school improve-
5 ment grants under section 1003, 21st cen-
6 tury community learning center grants
7 under part B of this title, and any other
8 Federal grants or sources of funding.

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

13 “(2) TECHNICAL ASSISTANCE CENTER.—

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

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

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

4 (1) in subsection (a)—

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

7 (B) by striking paragraph (1) and insert-
8 ing the following:

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

18 “(A) high concentrations of low-income in-
19 dividuals;

20 “(B) multiple signs of distress, which may
21 include high rates of poverty, childhood obesity,
22 academic failure, and juvenile delinquency, ad-
23 judication, or incarceration; and

24 “(C) schools implementing comprehensive
25 support and improvement activities or targeted

1 support and improvement activities under sec-
2 tion 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
5 subpart” each place the term appears and in-
6 serting “under subsection (a)(1)”;

7 (5) in subsection (e), by inserting “and
8 amounts provided under section 4601(c)” 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)”.

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