

119TH CONGRESS
2D SESSION

H. R. 8752

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

IN THE HOUSE OF REPRESENTATIVES

MAY 12, 2026

Ms. LEE of Nevada (for herself, Ms. BONAMICI, Ms. NORTON, and Ms. BALINT) introduced the following bill; which was referred to the Committee on Education and Workforce

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 2026”.

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

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

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

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

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

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

11 “(1) \$500,000,000 for fiscal year 2027;

12 “(2) \$600,000,000 for fiscal year 2028;

13 “(3) \$700,000,000 for fiscal year 2029;

14 “(4) \$850,000,000 for fiscal year 2030; and

15 “(5) \$1,000,000,000 for fiscal year 2031.”.

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

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

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

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

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

7 “(B) is responsible for the identification,
8 implementation, and coordination of strong and
9 proven curricula, high-quality teaching, inclu-
10 sive leadership, positive behavior practices, fam-
11 ily and community partnerships, and commu-
12 nity support services for each such eligible
13 school;

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

17 “(D) serves as the lead for any external
18 assessment of each such eligible school or devel-
19 opment of a full-service community school plan
20 required under section 4625 for each such eligi-
21 ble school; and

22 “(E) leads, or coordinates with the appro-
23 priate staff to inform, continuous improvement
24 across related activities at each such eligible
25 school.

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

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

8 “(B) aids in the implementation and co-
9 ordination of strong and proven curricula, high-
10 quality teaching, inclusive leadership, positive
11 behavior practices, family and community part-
12 nerships, and community support services for
13 such eligible schools; and

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

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

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

1 “(B) includes—

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

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

8 “(iii) community members, such as
9 residents, community-led councils, local
10 businesses, stakeholders, community-based
11 organizations, and local nonprofit organi-
12 zations;

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

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

21 “(C) may—

22 “(i) be created for the purposes of
23 supporting and sustaining full-service com-
24 munity schools or may already exist at the

1 time the eligible entity submits its applica-
2 tion;

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

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

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

13 “(4) EDUCATOR LEARNING COMMUNITIES.—

14 The term ‘educator learning communities’ means a
15 group of primarily instructional staff in an eligible
16 school who are given common and sufficient plan-
17 ning time to participate in ongoing planning and de-
18 cisionmaking to inform and improve school policy,
19 including the school’s instructional design and pro-
20 fessional development opportunities designed to im-
21 prove educator practice and the impact of educators
22 on student performance.”;

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

1 (A) in the matter preceding clause (i) of
2 subparagraph (A), by striking “section
3 4623(a)(1)(A)” and inserting “section
4 4623(a)(1)”;

5 (B) in subparagraph (A)—

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

9 (ii) in clause (iv)(IV), by striking “(25
10 U.S.C. 450b)” and inserting “(25 U.S.C.
11 5304)”; and

12 (C) by amending subparagraph (B) to read
13 as follows:

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

17 “(i) 1 or more local educational agen-
18 cies; and

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

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

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

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

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

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

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

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

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

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

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

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

4 “(A) Integrated student supports for the
5 students of a community school that provide in-
6 and out-of-school support for students, address
7 well-being, address out-of-school barriers to
8 learning, including through partnerships—

9 “(i) with social and health services
10 agencies (including mental and behavioral
11 health agencies) and providers, and are co-
12 ordinated by a community school coordi-
13 nator; and

14 “(ii) that may include—

15 “(I) medical, dental, vision care,
16 and mental and behavioral health
17 services, including mental health lit-
18 eracy for students and staff; and

19 “(II) individuals to assist with,
20 and facilitate student and family ac-
21 cess to programs that support, home-
22 less prevention, eviction protections,
23 emergency and long-term housing sta-
24 bility, and affordable home ownership
25 servicers, transportation, nutrition,

1 citizenship preparation, or criminal
2 justice issues, and other services.

3 “(B) Expanded and enriched learning time
4 and opportunities, including evidence-based
5 strategies, and including before-school, after-
6 school, during-school, weekend, vacation day,
7 and summer programs that provide additional
8 academic instruction, individualized academic
9 support, enrichment activities, or learning op-
10 portunities, for students of a community school
11 that—

12 “(i) may emphasize relevant and en-
13 gaging real-world project-based learning in
14 which students can apply their learning to
15 different contexts; and

16 “(ii) may include art, music, drama,
17 creative writing, hands-on experience with
18 science, technology, engineering and math-
19 ematics education including computer
20 science, career and technical education,
21 evidence-based tutoring that is aligned
22 with classroom success and homework help,
23 and recreational programs that enhance
24 and are consistent with the school’s cur-
25 riculum.

1 “(C) Active student, family, and commu-
2 nity engagement—

3 “(i) that—

4 “(I) brings students, parents or
5 caregivers, and families of students at
6 the community school and in commu-
7 nity into the school as partners in stu-
8 dents’ education, including meaning-
9 fully involving parents and families in
10 the community school’s decision-
11 making processes;

12 “(II) allows the community
13 school to serve as a hub for services,
14 activities, and programs, for students,
15 families, and members of the neigh-
16 borhood that the community school
17 serves; and

18 “(III) provides adults with de-
19 sired educational and other opportuni-
20 ties; and

21 “(ii) that provides centralized and
22 easy to access supports for families and
23 communities in community schools, which
24 may include English as a second language
25 classes, citizenship preparation, computer

1 skills, art, homeless prevention, eviction
2 protections, emergency and long-term
3 housing stability and affordable home own-
4 ership services, child abuse and neglect
5 prevention supports, health and mental
6 health literacy programs, digital literacy
7 training, or other programs that bring
8 community members into a school building
9 for meetings, events, or programming.

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

14 “(i) shall, at a minimum, include a
15 school-based leadership team with rep-
16 resentation of student, parent, and family
17 leader, and community voice, a community
18 school coordinator, and a community-wide
19 leadership team;

20 “(ii) ensure that students, staff, fami-
21 lies, caregivers, and community members
22 have a voice in major school decisions
23 through representation on decisionmaking
24 teams, as well as inclusive, asset-based,
25 and democratic school culture;

1 “(iii) may include other leadership or
2 governance teams, community school steer-
3 ing committees, or other community coali-
4 tions, educator collaborative learning com-
5 munities, and other staff to manage the
6 multiple, complex joint work of school and
7 community organizations; and

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

15 “(E) Rigorous and engaging classroom in-
16 struction—

17 “(i) such that teaching and learning
18 in the school provides high-level content
19 and supports the developing of skills, in-
20 cluding through real-world, inquiry-based,
21 and problem-solving learning opportunities
22 and a curriculum deeply connected to the
23 local community and students’ identities,
24 cultures, and experiences; and

25 “(ii) which may include—

1 “(I) instructional resources, cur-
2 riculum, and professional learning
3 that reflect and support a community-
4 based learning approach and which
5 may include locally designed commu-
6 nity-based curricula and pedagogy to
7 improve students’ sense of agency; or

8 “(II) development and adminis-
9 tration of, and use of data from, as-
10 sessments that provide evidence of the
11 impact of community-based pedagogy
12 (such as capstone projects, portfolios,
13 or other performance-based assess-
14 ments).

15 “(F) A culture of belonging, safety, and
16 care—

17 “(i) such that—

18 “(I) the school climate is wel-
19 coming and fosters trust and healthy
20 relationships among students, families
21 and caregivers, partners, and staff;

22 “(II) each person in the school
23 community is valued for their rich di-
24 versity of experiences and is encour-

1 aged to share their views, knowledge,
2 and culture;

3 “(III) members of the school
4 community feel safe and comfortable
5 in the school navigating conflicts and
6 taking risks; and

7 “(IV) students feel connected to
8 and are active participants in the
9 school community; and

10 “(ii) that may include—

11 “(I) emphasizing positive rela-
12 tionships and interactions, and edu-
13 cators modeling these relationships
14 and interactions through their own be-
15 havior; and

16 “(II) restorative discipline prac-
17 tices, such as peer mediation, commu-
18 nity service and post-conflict resolu-
19 tion, to help students learn from their
20 mistakes and foster positive, healthy
21 school climates where respect and
22 compassion are core principles and
23 zero-tolerance practices leading to
24 suspension and expulsion are avoid-
25 ed.”; and

1 (7) by inserting after paragraph (9), as redesignated by paragraph (1), the following:

3 “(10) RESULTS FRAMEWORK.—The term ‘results framework’ means comprehensive, evidence-based annual goals and aligned quantifiable indicators demonstrating continuous improvement with respect to students, particularly disadvantaged students, that—

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

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

13 “(C) include at least the following goals:

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

19 “(ii) Students are engaged and academically achieving in school.

21 “(iii) Students are physically and mentally healthy, and are experiencing positive social and emotional development, including identity development.

1 “(iv) Schools and school neighbor-
2 hoods are safe and provide a positive and
3 equitable school climate for learning.

4 “(v) Parents, caregivers, and families
5 are partners in supporting children’s edu-
6 cation.

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

9 “(vii) Students are contributing to
10 their communities and are civically en-
11 gaged.

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

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

16 “(i) is responsible for supporting the
17 implementation of a full-service community
18 school program; and

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

21 “(I) not less than 2 parents or
22 family members of students attending
23 the eligible school;

1 “(II) not less than 2 educators or
2 other staff from the eligible school;
3 and

4 “(III) all of the following:

5 “(aa) The principal of the
6 school.

7 “(bb) The community school
8 coordinator.

9 “(cc) Representatives of
10 nonprofit organizations that
11 serve the school.

12 “(dd) Community partners.

13 “(ee) School administration,
14 including administrative staff
15 and other non-instructional staff
16 such as specialized instructional
17 support personnel.

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

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) planning grants described in sub-
10 section (b) to eligible entities, for a period
11 of not more than 2 years, in an amount
12 that—

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

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

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

25 “(iii) expansion grants described in
26 subsection (d) to eligible entities, for a pe-

riod of not less than 3 and not more than 5 years, in an amount of not less than \$300,000 each year and an additional \$150,000 for each additional school, except that for fiscal year 2027 through 2029, the total funds for expansion grants under this subparagraph shall be no more than 20 percent of the total amount available under this paragraph;

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

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

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

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

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

1 “(B) local educational agencies that receive
2 basic support payments under section
3 7003(b)(1);

4 “(C) a local educational agency or consor-
5 tium of local educational agencies located in a
6 rural area; or

7 “(D) Indian Tribes or Tribal organizations
8 (as those terms are defined in section 4 of the
9 Indian Self-Determination and Education As-
10 sistance Act (25 U.S.C. 5304)) or Native Ha-
11 waiian community-based organizations or Na-
12 tive Hawaiian educational organizations (as
13 those terms are defined in section 6207).

14 “(b) PLANNING AND CAPACITY BUILDING
15 GRANTS.—

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

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

23 “(B) An assurance that the eligible entity
24 will establish a community-wide leadership team
25 that contributes to the planning, implementa-

tion, and continuous improvement of a full-service community school program.

“(C) A description of the capacity of the eligible entity to coordinate and, in collaboration with its partner entities, facilitate the implementation of all pillars of community schools at 1 or more full-service community schools through an implementation grant under subsection (c), including by providing a description of student, educator, family, and community engagement to demonstrate the interest described in subparagraph (D)(i).

“(D) The identification of 1 or more eligible schools that—

“(i) show a strong interest, voluntarily, in participating in a full-service community school supported by an implementation grant under subsection (c);

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

“(I) including by providing data regarding poverty rates, discipline rates, academic opportunities and achievement and other outcomes, stu-

1 dent physical and mental health, or
2 additional information connected to
3 the pillars of community schools; and
4 “(II) which may include pro-
5 viding documentation regarding
6 whether such school has been identi-
7 fied for comprehensive support and
8 improvement, targeted support and
9 improvement, or additional targeted
10 support pursuant to section 1111(d);
11 and

12 “(iii) have committed to establishing
13 or designating a school-based leadership
14 team to support the school’s full-service
15 community school initiative.

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, caregivers,
23 educators, principals, and other school
24 leaders of eligible schools identified under
25 subparagraph (D);

1 “(ii) service providers, including po-
2 tential service providers, and system-level
3 partners, such as government agencies, In-
4 dian Tribes, Tribal organizations, Native
5 Hawaiian organizations, relevant labor or-
6 ganizations, and nonprofit and other com-
7 munity-based partners; and

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

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

22 “(G) If applicable, plans for hiring addi-
23 tional staff, providing additional compensation
24 to existing staff, or contracting with 1 or more
25 nonprofit entities to help the eligible entity

1 apply for an implementation grant under sub-
2 section (c).

3 “(H) A data-sharing agreement between
4 the local educational agency and partner enti-
5 ties and services that ensure the sharing of rel-
6 evant timely student data to conduct the needs
7 and assets assessment described in paragraph
8 (2)(A)(i)(I).

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

14 “(J) An assurance that any full-service
15 community school opened with the use of grant
16 funds under this section will hold leadership
17 team meetings that are open to the public, and
18 that records related to finances, personnel, and
19 other decisionmaking processes for those
20 schools will be made available for public review.

21 “(2) PLANNING AND CAPACITY BUILDING
22 GRANT ACTIVITIES.—

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

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

9 “(II) analyze the results of the assess-
10 ment;

11 “(ii) hire or designate a community
12 school coordinator to lead the needs and
13 assets assessment;

14 “(iii) establish or support a commu-
15 nity-wide leadership team to support all of
16 the designated schools;

17 “(iv) establish a school-based leader-
18 ship team for each participating eligible
19 school;

20 “(v) convene the community-wide
21 leadership team not later than 90 days
22 after the date of receipt of the grant;

23 “(vi) work with community-wide lead-
24 ership teams and school-based leadership

1 teams to identify, and collaborate with,
2 service providers—

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

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

24 “(vii) complete a planning report, as
25 described in subparagraph (C), that details

1 the implementation plan before moving for-
2 ward with implementation;

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

8 “(ix) if necessary, hire and train addi-
9 tional staff, provide additional compensa-
10 tion to existing staff, or contract with a
11 nonprofit entity or entities to aid in the ac-
12 tivities necessary to apply for an imple-
13 mentation grant or implement the full-
14 service community school plan described in
15 clause (x); and

16 “(x) craft a full-service community
17 school plan for each eligible school identi-
18 fied under paragraph (1)(D), including a
19 description of—

20 “(I) how the community school
21 coordinator assigned to each such
22 school, community school initiative di-
23 rector, and community-wide leadership
24 team, will be expected to fulfill their
25 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 in-
15 clusive communication between such
16 school and families;

17 “(V) how the eligible school will
18 provide rigorous community-connected
19 learning opportunities and create a
20 culture of belonging, safety, and care;

21 “(VI) how each such school will
22 establish and maintain partnerships
23 with nonprofit organizations, faith
24 and community-based institutions, in-
25 stitutions of higher education (includ-

ing teacher preparation institutions), hospitals, museums, businesses, and other community entities that will help implement the full-service community school plan and may participate in a community-wide leadership structure;

“(VII) how services and activities described in subclause (III) to be provided will supplement, not supplant, existing programs and activities at the eligible school as of the date of application; and

“(VIII) if applicable, a description of the additional Federal, State, local, and private funds that will be accessed to carry out activities described in subclause (III).

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

1 “(i) the results of each eligible
2 school’s needs and asset assessment under
3 subparagraph (A)(i); and

4 “(ii) the eligible entity’s subsequent
5 identification of partner entities.

6 “(C) PLANNING AND CAPACITY BUILDING
7 GRANT REPORT.—Not later than 2 years after
8 receiving a planning grant under this sub-
9 section, the eligible entity shall submit to the
10 Secretary a planning report that includes the
11 following:

12 “(i) A description of the actions taken
13 to coordinate and, in collaboration with its
14 partner entities, facilitate the provision of
15 strategies aligned to the pillars of commu-
16 nity schools to enable at least 1 eligible
17 school to become a full-service community
18 school.

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

21 “(I) Results of a thorough needs
22 and assets assessment, as described in
23 subparagraph (A)(i), of students,
24 staff, families and caregivers, and
25 communities for each eligible school to

1 be served through the proposed full-
2 service community schools initiative of
3 the eligible entity.

4 “(II) The student, family, school,
5 neighborhood, and community to be
6 served by each eligible school identi-
7 fied for the implementation of a full-
8 service community school program, in-
9 cluding demographic and other rel-
10 evant data on the school, students
11 served, and local community.

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

17 “(iii) Plans for sustaining all pillars of
18 community schools in the identified eligible
19 schools, which respond to the needs and
20 assets assessment results for each pillar of
21 community schools.

22 “(iv) A description of how the eligible
23 entity has proposed a plan that is respon-
24 sive to the findings of the needs and assets
25 assessment and has used that information

1 to identify and develop a set of tailored ac-
2 tivities for each eligible school under the
3 proposed full-service community schools
4 initiative.

5 “(v) Annual measurable performance
6 objectives and goals from a results frame-
7 work to be used by the eligible entity,
8 disaggregated for all students and each
9 subgroup of students, as defined in section
10 1111(c)(2), including any increase in the
11 number and percentage of families and
12 students receiving services each year of the
13 proposed full-service community school
14 program, in order to ensure that children
15 are—

16 “(I) meeting the challenging
17 State academic standards established
18 under section 1111(b); and

19 “(II) safe, healthy, and sup-
20 ported by engaged families.

21 “(vi) A description of the integrated
22 student support services, including existing
23 and additional integrated student support
24 services, to be coordinated by the commu-
25 nity school coordinator and provided by the

1 eligible entity and its partner entities
2 through each proposed full-service commu-
3 nity school, including an explanation of—

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

8 “(II) how such services will im-
9 prove student social, emotional, and
10 academic development;

11 “(III) how such services address
12 the mental health needs of students
13 and the use of trauma informed care;

14 “(IV) how such services will ad-
15 dress the annual measurable perform-
16 ance objectives and goals described in
17 clause (v);

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

23 “(VI) the services designed to ad-
24 dress the needs for youth
25 transitioning to, or out of, high school

1 or disconnected youth aged 16
2 through 24; and

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

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

13 “(I) at such school; or

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

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

22 “(I) managing, coordinating, or
23 delivering integrated student support
24 services;

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

3 “(III) active family engagement;

4 “(IV) collaborative leadership
5 and practices;

6 “(V) rigorous community-con-
7 nected learning opportunities; and

8 “(VI) creating a culture of be-
9 longing, safety, and care.

10 “(ix) Plans to establish a school-based
11 leadership team, which shall include oppor-
12 tunities for collaboration at each partici-
13 pating eligible school between the commu-
14 nity school coordinator and members of the
15 school-based leadership teams, families,
16 and the community, to plan, evaluate
17 progress, and reassess needs.

18 “(x) Plans for joint utilization of
19 school facilities and partner facilities to
20 carry out activities supported under this
21 subsection.

22 “(xi) Plans for annual evaluation
23 based upon attainment of the performance
24 objectives and goals described in clause (v).

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

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

16 “(c) IMPLEMENTATION GRANTS.—

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

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

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

6 “(i) demonstrates that the eligible en-
7 tity has completed the planning activities
8 described in subsection (b)(2); and

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

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

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

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

8 “(F) describe how the eligible entity—

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

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

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

21 “(A) The extent to which the design of the
22 proposed project reflects relevant and evidence-
23 based findings from research, and includes a
24 high-quality plan for project implementation in-
25 tegrating the pillars of community schools and

1 the use of appropriate evaluation methods to
2 ensure successful achievement of project objec-
3 tives.

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

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

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

24 “(4) USE OF FUNDS.—An eligible entity receiv-
25 ing an implementation grant under this subsection

1 shall use grant funds to carry out all of the fol-
2 lowing:

3 “(A) In collaboration with the partner enti-
4 ties identified under subsection (b)(1)(C) and
5 service providers, establish not less than 1 full-
6 service community school in the area served by
7 the eligible entity, by facilitating the provision
8 of the pillars of community schools in each eli-
9 gible school served under the grant.

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

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

17 “(i) a school-based leadership team,
18 community-wide leadership team, or educa-
19 tor learning communities to establish a
20 strong collaborative leadership structure
21 for each eligible school to be served; and

22 “(ii) a community-wide leadership
23 team to establish a strong collaborative
24 leadership structure to support all eligible
25 schools being served.

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

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

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

14 “(ii) Nutrition services, including pro-
15 viding additional meals or assistance in ac-
16 cessing Federal, State, and local food as-
17 sistance programs.

18 “(iii) Programs that provide assist-
19 ance to students of the eligible school who
20 have been or are at risk of being chron-
21 ically absent, suspended, or expelled, and
22 students who are not on track to meeting
23 the challenging State academic standards
24 under section 1111(b), including—

1 “(I) mentoring and other youth
2 development programs;

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

9 “(III) specialized instructional
10 support services;

11 “(IV) homeless prevention, evic-
12 tion protections, emergency and long-
13 term housing stability, and affordable
14 home ownership services;

15 “(V) developmentally appropriate
16 physical education;

17 “(VI) legal services, including im-
18 migration-related legal services;

19 “(VII) dropout prevention pro-
20 grams and reengagement programs;

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

24 “(IX) transportation services
25 necessary for students to access inte-

1 grated student support services, ex-
2 panded and enriched learning time
3 and opportunities, family and commu-
4 nity engagement activities, or other
5 services and activities identified to
6 support the development of students;
7 and

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

11 “(F) Implement expanded and enriched
12 learning time, which may include—

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

15 “(ii) before- and after-school, vaca-
16 tion, and summer learning programs;

17 “(iii) mentorship programs;

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

22 “(v) additional college access support,
23 including earning college credit while in
24 high school, college visits, summer bridge
25 programs, college counseling, support with

1 completing the Free Application for Fed-
2 eral Student Aid under section 483 of the
3 Higher Education Act of 1965, or other
4 services geared towards college success;
5 and

6 “(vi) enrichment of advanced skill de-
7 velopment in areas of interest including
8 music, arts, sports, finance, technology, or
9 other areas that support a well-rounded
10 education.

11 “(G) Implement and coordinate access
12 across family and community engagement strat-
13 egies, which may include—

14 “(i) culturally and linguistically inclu-
15 sive communication between such school
16 and families;

17 “(ii) on-site early childhood care and
18 education programs;

19 “(iii) supportive home visitation serv-
20 ices by educators and other professionals
21 who are employed by the eligible entity or
22 a service provider;

23 “(iv) adult education, including in-
24 struction in English as a second language
25 programs, financial literacy education, pro-

1 grams that lead to a regular high school
2 diploma, or credit recovery 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, eviction protections,
11 emergency and long-term housing stability,
12 and affordable home ownership services;

13 “(viii) programs that promote paren-
14 tal and family involvement, family literacy,
15 education, career, and employment ad-
16 vancement, and provide volunteer opportu-
17 nities;

18 “(ix) assistance and supports for chil-
19 dren and young people involved in the child
20 welfare system;

21 “(x) higher education preparation
22 courses, including credit accumulation and
23 other higher education or continuing edu-
24 cation preparation courses, and college

1 counseling to prepare students and families
2 for higher education; and

3 “(xi) child abuse and neglect preven-
4 tion activities, including services to
5 strengthen families.

6 “(H) Implement collaborative leadership
7 and practice strategies, which may include—

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

13 “(ii) regularly convening or engaging
14 all partners, as appropriate, such as—

15 “(I) students, families, educators,
16 principals, and other school leaders of
17 identified eligible schools;

18 “(II) service providers, including
19 potential service providers, and sys-
20 tem-level partners, such as govern-
21 ment agencies, Indian Tribes, Tribal
22 organizations, Native Hawaiian orga-
23 nizations, relevant labor organizations,
24 and nonprofit and other community-
25 based partners; and

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

8 “(iii) regularly assessing program
9 quality and progress through individual
10 student data, participant feedback, and ag-
11 gregate outcomes to develop strategies for
12 improvement; and

13 “(iv) organizing school personnel and
14 community partners into working teams fo-
15 cused on specific issues identified in the
16 needs and assets assessment.

17 “(I) Implement rigorous community-con-
18 nected instruction strategies, which may in-
19 clude—

20 “(i) instructional resources, curricula,
21 and professional learning that reflect and
22 support a community-based learning ap-
23 proach, emphasizing locally designed com-
24 munity-based curriculum and pedagogy to
25 improve the sense of agency of students; or

1 “(ii) development and administration
2 of assessments that provide evidence of the
3 impact of community-based pedagogy
4 (such as capstone projects, portfolios, and
5 similar assessments that include a per-
6 formance-based component).

7 “(J) Implement strategies that foster a
8 culture of belonging, safety, and care, which
9 may include—

10 “(i) emphasizing positive relationships
11 and interactions and educators modeling
12 these relationships and interactions
13 through their own behavior; and

14 “(ii) restorative discipline practices,
15 such as peer mediation, community service,
16 and post-conflict resolution, to help stu-
17 dents learn from their mistakes and foster
18 positive, healthy school climates where re-
19 spect and compassion are core principles
20 and zero-tolerance practices leading to sus-
21 pension and expulsion are avoided.

22 “(K) Support and enable the district liai-
23 son described in subsection (b)(1)(E) to lead
24 the community-wide leadership team and carry
25 out the activities described in the eligible enti-

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

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

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

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

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

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

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 qualifications and turnover, and family involvement; and

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

“(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;

1 “(iv) includes information on the
2 number, qualifications, experience, and re-
3 tention of school staff (disaggregated by
4 race, gender, and ethnicity) at the eligible
5 school, including the number and percent-
6 ages of fully certified teachers and teachers
7 fully certified in the area they are assigned
8 to teach, and rates of teacher turnover;
9 and

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

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

1 nity partners and existing funding streams, and
 2 changes in school spending as a result of the
 3 full-service community school program.

4 “(d) EXPANSION GRANTS.—

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

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

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

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

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

22 “(2) APPLICATIONS.—An eligible entity that de-
 23 sires an expansion grant under this subsection shall
 24 submit an application to the Secretary for each eligi-

1 ble school proposed to be served. The application
2 shall include the following:

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

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

7 “(i) student demographic, academic
8 opportunity and achievement, and school
9 climate data disaggregated by major demo-
10 graphic groups, including—

11 “(I) student subgroups (as de-
12 fined under section 1111(c)(2)), stu-
13 dents experiencing homelessness, and
14 children or youth in foster care; and

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

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

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

24 “(iv) school funding information, in-
25 cluding Federal, State, Tribal, local, and

1 private education funding, and per-pupil
2 spending, based on actual salaries of per-
3 sonnel assigned to the eligible school;

4 “(v) information on the number,
5 qualifications, experience, and stability of
6 school staff, including—

7 “(I) the numbers and percent-
8 ages of fully certified teachers and
9 teachers fully certified in the area
10 they are assigned to teach,
11 disaggregated by race and ethnicity;
12 and

13 “(II) rates of teacher 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 inclusive commu-
22 nication between schools and families;
23 and

1 “(III) need for and access to
2 family and community engagement ac-
3 tivities;

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

10 “(viii) opportunities for partnerships
11 with entities that can partner with the eli-
12 gible school to establish or strengthen a
13 community-wide leadership structure; and

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

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

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

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

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

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

14 “(iv) how the eligible school will pro-
15 vide rigorous community-connected learn-
16 ing opportunities and create a culture of
17 belonging and safety;

18 “(v) how the eligible school will pro-
19 vide culturally and linguistically inclusive
20 communication between schools and fami-
21 lies;

22 “(vi) how the eligible school will estab-
23 lish and maintain partnerships—

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

4 “(II) that will participate in a
5 community-wide leadership structure;

6 “(vii) 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 “(viii) 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, sex (including sexual orientation
24 and gender identity), age, or disability.

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

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

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

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

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

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

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

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

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

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

1 “(I) provides a results-based vi-
2 sion for the full-service community
3 schools;

4 “(II) supports effective data col-
5 lection and program and service eval-
6 uation;

7 “(III) supports responsible and
8 transparent finance and resource de-
9 velopment;

10 “(IV) aligns and integrates the
11 goals of the full-service community
12 schools with the pillars of community
13 schools, and implementation of those
14 goals;

15 “(V) supports the implementa-
16 tion of evidence-based policy and prac-
17 tices;

18 “(VI) supports evidence-based
19 professional development for staff and
20 technical assistance;

21 “(VII) facilitates broad commu-
22 nity engagement;

23 “(VIII) ensures meetings that
24 are open to the public, and records re-
25 lated to finances, personnel, and other

1 decisionmaking processes that are
2 made available for public review; and

3 “(IX) supports the coordination
4 of meeting overlapping needs among
5 existing full-service community schools
6 described in paragraph (1);

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

18 “(v) creating an internal process to
19 replicate the existing full-service commu-
20 nity schools described in paragraph (1) in
21 other eligible schools;

22 “(vi) conducting a needs and assets
23 assessment and crafting a full-service com-
24 munity school plan for each eligible school

1 to be served by the grant, led by the com-
2 munity school coordinator;

3 “(vii) providing resources for addi-
4 tional full-service community schools,
5 which shall serve members of the commu-
6 nity without discrimination based on race,
7 color, religion, sex (including sexual ori-
8 entation and gender identity), age, or dis-
9 ability;

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

13 “(ix) carrying out any activity de-
14 scribed in subparagraphs (D), (E), (F),
15 (G), (H), (I), (J), or (K) of subsection
16 (c)(4) at an existing full-service community
17 school described in paragraph (1); or

18 “(x) funding an evaluation of activi-
19 ties supported by the grant under this sec-
20 tion by—

21 “(I) regularly tracking full-serv-
22 ice community school data;

23 “(II) supporting full-service com-
24 munity schools in collecting data for

1 analysis, evaluation, and continuous
2 improvement; or

3 “(III) carrying out an evaluation
4 of the effects of each existing full-
5 service community school described in
6 paragraph (1) that is supported under
7 this section and an evaluation of the
8 cumulative effects of all full-service
9 community schools.

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

14 “(A) details the impact of the full-service
15 community school program on student opportu-
16 nities and outcomes, including academic
17 achievement;

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

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

25 “(D) describes—

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

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

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

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

20 “(ii) changes in school spending and
21 funding as a result of the full-service com-
22 munity school program supported under
23 this subsection, including—

24 “(I) any significant shifts in how
25 Federal, State, or local funding is

1 used to support the full-service com-
2 munity school program;

3 “(II) any additional resources
4 being provided, including resources
5 from the State, local educational
6 agency, or philanthropy or commu-
7 nity-based organizations; and

8 “(III) whether funds and re-
9 sources described in subclauses (I)
10 and (II) will be available beyond the
11 duration of the grant period.

12 “(e) RENEWAL.—

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

18 “(A) has satisfactorily completed an imple-
19 mentation or expansion grant under subsection
20 (c) or (d), respectively;

21 “(B) applies for a renewal under this sub-
22 section; and

23 “(C) details academic and whole-child out-
24 comes for all students and each subgroup of
25 students, as defined in section 1111(c)(2), in

1 the eligible schools assisted under the grant
2 that aligns with the results framework of the el-
3 igible entity, which may include information on
4 school readiness, mental and physical health,
5 academic achievement, high school graduation
6 rates, postsecondary education acceptance and
7 matriculation, reduced racial and economic op-
8 portunity and achievement gaps, school climate,
9 and school attendance.

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

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

17 “(B) be subject to all requirements, includ-
18 ing reporting requirements, under subsection
19 (c) or (d), as applicable.

20 “(f) STATE GRANTS.—

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

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

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

10 “(B) A plan for creating a State liaison
11 position who will—

12 “(i) oversee the implementation of
13 funds under this grant; and

14 “(ii) support and coordinate full-serv-
15 ice community school efforts in the State
16 educational agency.

17 “(C) A description of the full-service com-
18 munity schools in the State, as of the date of
19 application.

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

22 “(E) An assurance that the State will
23 use—

24 “(i) not more than 10 percent of the
25 grant funds awarded under this subsection

1 for the administration costs of the grant;
2 and

3 “(ii) not less than 90 percent of such
4 funds to directly benefit local educational
5 agencies or public elementary schools or
6 secondary schools, through supporting pro-
7 fessional development, providing direct
8 support or technical assistance, or award-
9 ing subgrants to local educational agencies
10 under paragraph (3)(A).

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

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

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

1 “(A) provide subgrants to local educational
2 agencies in accordance with subsection (c) or
3 (d) to start new full-service community schools
4 or sustain existing full-service community
5 schools as of the date of receiving funds for the
6 subgrant, and distribute such subgrants in a
7 manner that ensures that Federal resources are
8 going to students who need those resources;

9 “(B) establish goals and a timeline for in-
10 creasing State spending on student supports
11 consistent with the pillars of community
12 schools, using a results framework established
13 by the State;

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

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

20 “(E) establish goals and a timeline on the
21 implementation and expansion of full-service
22 community schools throughout the State;

23 “(F) provide resources to foster statewide
24 engagement on the social, emotional, mental

1 health, and academic benefits of implementing
2 full-service community schools;

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

7 “(H) work with State legislatures to sup-
8 port full-service community schools in State
9 planning and budgeting; and

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

16 “(4) STEERING COMMITTEE.—

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

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

4 “(ii) service providers, including po-
5 tential service providers, and system-level
6 partners, such as government agencies, In-
7 dian Tribes, Tribal organizations, Native
8 Hawaiian organizations, relevant labor or-
9 ganizations, and nonprofit and other com-
10 munity-based partners; and

11 “(iii) community members, such as
12 residents, community led councils, local
13 businesses, stakeholders, early childhood
14 education providers, hospitals or clinics,
15 community-based organizations, and local
16 nonprofit organizations.

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

23 “(C) AUTHORITY.—The State educational
24 agency receiving a grant under this subsection
25 may give the steering committee authority to

1 make decisions about the design, implementa-
2 tion, and evaluation of State efforts relating to
3 grants under this subsection.

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

6 “(E) TECHNICAL ASSISTANCE CENTER.—If
7 the State educational agency chooses to operate
8 a State technical assistance center, as described
9 in paragraph (5)(B), the steering committee
10 shall be responsible for such center.

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

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

21 “(B) provide subgrants to institutions of
22 higher education or nonprofit organizations to
23 operate a State technical assistance center;

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

1 “(D) provide strategic planning support
2 for local educational agencies and schools;

3 “(E) develop infrastructure to support
4 partnerships, at the local educational agency
5 level, to provide resources for schools;

6 “(F) work with schools and local edu-
7 cational agencies to develop and implement re-
8 storative practice principles and provide re-
9 sources and professional development to pro-
10 mote culturally and linguistically competent
11 pedagogy and practices;

12 “(G) work with local educational agencies,
13 and partner organizations who are committed
14 to working with local educational agencies to
15 adopt or expand full-service community schools
16 in the State, on the planning and sustainability
17 of the State full-service community school pro-
18 gram;

19 “(H) work with local educational agencies
20 on how to coordinate with counties, cities, and
21 other units of local government to coordinate
22 supports to provide resources for full-service
23 community schools, including resources for ca-
24 reer and technical education;

1 “(I) provide guidance to public health and
2 other healthcare organizations interested in
3 supporting school-based efforts and help con-
4 nect such organizations with local educational
5 agencies working on full-service community
6 school efforts; or

7 “(J) work with local educational agencies
8 to—

9 “(i) support and expand full-service
10 community schools for local educational
11 agencies that make a commitment to sus-
12 tain activities supported by a grant under
13 this section beyond 2 years after the term
14 of the grant; and

15 “(ii) ensure that funding available to
16 local educational agencies that receive a
17 subgrant under paragraph (3) is commensurate with the number of schools that will
18 be served with subgrant funds.

19 “(6) CONTINUATION GRANTS.—Notwith-
20 standing any other provision of this subsection, the
21 Secretary may award a State that has received a
22 grant under paragraph (1) with not more than 1 ad-
23 ditional 1- to 5-year continuation grant if the State
24

1 applies for such a grant, to be used to carry out ac-
2 tivities described in paragraphs (3) and (4).

3 “(7) STATE GRANT EVALUATION AND RE-
4 PORT.—At the end of the grant period for a grant
5 under this subsection (including any continuation
6 grant awarded under paragraph (6)), each eligible
7 State shall undergo an evaluation designed by the
8 Secretary. The evaluation shall include, at a min-
9 imum, each of the following:

10 “(A) An evaluation of full-service commu-
11 nity schools in the State at the beginning of the
12 grant period, as compared to those schools at
13 the end of the grant period, including the fol-
14 lowing data disaggregated by subgroups of stu-
15 dents, as defined in section 1111(c)(2):

16 “(i) Information regarding the out-
17 comes for students, including the following
18 data disaggregated by subgroups of stu-
19 dents, as defined in section 1111(c)(2):

20 “(I) Student attendance and
21 chronic absenteeism rates.

22 “(II) Student discipline rates, in-
23 cluding suspensions and expulsions.

24 “(III) Student graduation rates.

1 “(ii) Information on the number,
2 qualifications, and retention of school staff,
3 including—

4 “(I) the numbers and percent-
5 ages of fully certified teachers and
6 teachers who are fully certified in the
7 area they are assigned to teach,
8 disaggregated by race and ethnicity;
9 and

10 “(II) rates of teacher turnover.

11 “(B) An analysis of the progress on meet-
12 ing the goals described in paragraph (3)(B),
13 which may be accomplished by including data
14 on—

15 “(i) school climate information, which
16 may come from student, parent, or teacher
17 surveys;

18 “(ii) family and community engage-
19 ment efforts and impact;

20 “(iii) school provision of integrated
21 student supports and community services;

22 “(iv) expanded and enriched learning
23 time and opportunities;

24 “(v) changes in school spending infor-
25 mation and funding as a result of the full-

1 service community school programs sup-
2 ported under this subsection, including any
3 significant shifts in how Federal, State, or
4 local funding is used to support the full-
5 service community school program and any
6 additional resources being provided, includ-
7 ing from the State, local educational agen-
8 cy, or philanthropy or community-based or-
9 ganizations, and whether these funds and
10 resources will be available beyond the dura-
11 tion of the grant period; and

12 “(vi) collaborative leadership and
13 practice strategies, which may include—

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

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

24 “(aa) students, families,
25 educators, principals, and other

1 school leaders of identified eligi-
2 ble schools;

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

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

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

1 “(IV) organizing school personnel
2 and community partners into working
3 teams focused on specific issues iden-
4 tified in the needs and assets assess-
5 ment.

6 “(g) BUREAU OF INDIAN EDUCATION AND TRIB-
7 ALLY-CONTROLLED FULL-SERVICE COMMUNITY SCHOOLS
8 PROGRAM.—

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

12 “(A) develop and implement a full-service
13 community schools program plan for elementary
14 and secondary Bureau schools (as defined in
15 section 1141 of the Education Amendments of
16 1978 (25 U.S.C. 2021)); and

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

23 “(2) SPECIAL RULE.—The Secretary, in con-
24 sultation with the Secretary of the Interior and In-
25 dian Tribes, may waive any requirement under this

1 section or prescribe an alternative or substantially
2 similar requirement if the Secretary finds that the
3 waiver or alternative requirement is necessary for
4 the effective delivery and administration of activities
5 under this section.

6 “(h) REPORT TO CONGRESS.—

7 “(1) IN GENERAL.—Not later than 5 years
8 after the date of enactment of the Full-Service Com-
9 munity School Expansion Act of 2026, the Secretary
10 shall prepare and submit to Congress a report on
11 the impact of the full-service community school pro-
12 gram supported under this section.

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

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

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

23 “(B) the impact of the grant program on
24 student outcomes, which shall include academic

1 performance and high-school graduation rates
2 for each eligible school; and

3 “(C) if applicable, recommendations on
4 how to better equip the grant program to meet
5 the needs of students, particularly as needed to
6 assist local educational agencies with the high-
7 est poverty levels.

8 “(i) TECHNICAL ASSISTANCE.—

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

14 “(A) national and regional meetings for
15 the personnel of full-service community schools;
16 and

17 “(B) implementing strategies in the fol-
18 lowing key areas:

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

1 borhoods program under section 4624 and
2 the 21st Century Community Learning
3 Centers program under part B of this title,
4 and assisting the efforts of local edu-
5 cational agencies to secure such funding.

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

18 “(iii) Distributing materials that de-
19 scribe the evidence-based elements and ad-
20 vantages of full-service community schools,
21 including references to governmental and
22 nonprofit reports.

23 “(iv) Assisting a local educational
24 agency in forming a task force to study the
25 creation and administration of full-service

1 community schools and connecting the
2 local educational agency with other state-
3 wide institutions who might partner with
4 the agency, including institutions of higher
5 education or public health organizations.

6 “(v) Establishing a national steering
7 committee—

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

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

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

1 “(vi) Informing States, Indian Tribes,
2 Tribal organizations, Native Hawaiian or-
3 ganizations, elementary and secondary Bu-
4 reau-funded schools (as described in sub-
5 paragraphs (B) and (C) of section 1141(3)
6 of the Education Amendments of 1978),
7 and local educational agencies of the avail-
8 ability of grants under this section, and
9 providing technical assistance to entities in
10 applying for such grants.

11 “(vii) Informing State and local edu-
12 cational agencies of other sources of fund-
13 ing for full-service community schools, in-
14 cluding funding under part A of title I,
15 school improvement grants under section
16 1003, 21st century community learning
17 center grants under part B of this title,
18 and any other Federal grants or sources of
19 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 may establish a technical assistance cen-
 4 ter to provide technical assistance to full-service
 5 community schools, eligible entities, and States
 6 under this 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)(B)(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—

5 “(A) that have—

6 “(i) high concentrations of low-income
 7 individuals; and

8 “(ii) multiple signs of distress, which
 9 may include high rates of poverty, child-
 10 hood obesity, academic challenges, and ju-
 11 venile delinquency, adjudication, or incar-
 12 ceration; and

13 “(B) that may have schools implementing
 14 comprehensive support and improvement activi-
 15 ties or targeted support and improvement ac-
 16 tivities under section 1111(d).

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

22 (2) in subsection (b)—

23 (A) in the subsection heading, by inserting

24 “OF PROMISE NEIGHBORHOODS GRANTS” after

25 “DURATION”; and

1 (B) by striking “under this subpart” and
2 inserting “under subsection (a)(1)”;
3 (3) in subsection (c)—

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

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

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

13 (4) in subsection (d)—

14 (A) by striking paragraph (2);

15 (B) by redesignating paragraph (3) as
16 paragraph (2); and

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

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

24 (6) in subsection (f)—

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

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

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

○