

119TH CONGRESS
2D SESSION

S. 4504

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

IN THE SENATE OF THE UNITED STATES

MAY 12, 2026

Mr. VAN HOLLEN (for himself, Mr. LUJÁN, Mrs. GILLIBRAND, Ms. HIRONO, Mr. KAINE, Mr. DURBIN, Mr. HEINRICH, Ms. KLOBUCHAR, Mr. SANDERS, Mr. FETTERMAN, Mr. BLUMENTHAL, Mr. BOOKER, Ms. ALSOBROOKS, and Mr. PADILLA) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

A BILL

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

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Full-Service Commu-
5 nity School Expansion Act of 2026”.

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

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

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

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

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

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

15 “(1) \$500,000,000 for fiscal year 2027;

16 “(2) \$600,000,000 for fiscal year 2028;

17 “(3) \$700,000,000 for fiscal year 2029;

18 “(4) \$850,000,000 for fiscal year 2030; and

19 “(5) \$1,000,000,000 for fiscal year 2031.”.

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

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

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

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

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

10 “(B) is responsible for the identification,
11 implementation, and coordination of strong and
12 proven curricula, high-quality teaching, inclu-
13 sive leadership, positive behavior practices, fam-
14 ily and community partnerships, and commu-
15 nity support services for each such eligible
16 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 external
21 assessment of each such eligible school or devel-
22 opment of a full-service community school plan
23 required under section 4625 for each such eligi-
24 ble school; and

1 “(E) leads, or coordinates with the appro-
 2 priate staff to inform, continuous improvement
 3 across related activities at each such eligible
 4 school.

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

8 “(A) is employed by an eligible entity that
 9 will serve 3 or more eligible schools through a
 10 grant under subsection (b), (c), or (d) of section
 11 4625;

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

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

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

1 “(A) is responsible for guiding the vision,
2 goal-setting, policy and resource alignment, im-
3 plementation, and oversight for full-service com-
4 munity school efforts within a local educational
5 agency;

6 “(B) includes—

7 “(i) representatives from the local
8 educational agency;

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

13 “(iii) community members, such as
14 residents, community-led councils, local
15 businesses, stakeholders, community-based
16 organizations, and local nonprofit organi-
17 zations;

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

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

1 “(C) may—

2 “(i) be created for the purposes of
3 supporting and sustaining full-service com-
4 munity schools or may already exist at the
5 time the eligible entity submits its applica-
6 tion;

7 “(ii) solely focus on full-service com-
8 munity schools or have additional functions
9 and responsibilities;

10 “(iii) contribute to the development of
11 an application for a full-service community
12 school; or

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

17 “(4) EDUCATOR LEARNING COMMUNITIES.—

18 The term ‘educator learning communities’ means a
19 group of primarily instructional staff in an eligible
20 school who are given common and sufficient plan-
21 ning time to participate in ongoing planning and de-
22 cisionmaking to inform and improve school policy,
23 including the school’s instructional design and pro-
24 fessional development opportunities designed to im-

1 prove educator practice and the impact of educators
 2 on student performance.”;

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

5 (A) in the matter preceding clause (i) of
 6 subparagraph (A), by striking “section
 7 4623(a)(1)(A)” and inserting “section
 8 4623(a)(1)”;

9 (B) in subparagraph (A)—

10 (i) in clause (ii), by striking “(25
 11 U.S.C. 450b)” and inserting “(25 U.S.C.
 12 5304)”;

13 (ii) in clause (iv)(IV), by striking “(25
 14 U.S.C. 450b)” and inserting “(25 U.S.C.
 15 5304)”;

16 (C) by amending subparagraph (B) to read
 17 as follows:

18 “(B) With respect to a grant for activities
 19 described in section 4623(a)(2), a consortium
 20 of—

21 “(i) 1 or more local educational agen-
 22 cies; and

23 “(ii) 1 or more community-based or-
 24 ganizations, nonprofit organizations, In-
 25 dian Tribes, Tribal organizations, Native

1 Hawaiian organizations, or other public or
 2 private entities.”;

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

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

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

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

19 (5) in paragraph (7), as redesignated by para-
 20 graph (1)—

21 (A) in subparagraph (A), by striking
 22 “and” after the semicolon;

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

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

1 “(C) incorporates the pillars of community
2 schools.”;

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

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

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

13 “(i) with social and health services
14 agencies (including mental and behavioral
15 health agencies) and providers, and are co-
16 ordinated by a community school coordi-
17 nator; and

18 “(ii) that may include—

19 “(I) medical, dental, vision care,
20 and mental and behavioral health
21 services, including mental health lit-
22 eracy for students and staff; and

23 “(II) individuals to assist with,
24 and facilitate student and family ac-
25 cess to programs that support, home-

1 less prevention, eviction protections,
2 emergency and long-term housing sta-
3 bility, and affordable home ownership
4 servicers, transportation, nutrition,
5 citizenship preparation, or criminal
6 justice issues, and other services.

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

16 “(i) may emphasize relevant and en-
17 gaging real-world project-based learning in
18 which students can apply their learning to
19 different contexts; and

20 “(ii) may include art, music, drama,
21 creative writing, hands-on experience with
22 science, technology, engineering and math-
23 ematics education including computer
24 science, career and technical education,
25 evidence-based tutoring that is aligned

1 with classroom success and homework help,
2 and recreational programs that enhance
3 and are consistent with the school's cur-
4 riculum.

5 “(C) Active student, family, and commu-
6 nity engagement—

7 “(i) that—

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

16 “(II) allows the community
17 school to serve as a hub for services,
18 activities, and programs, for students,
19 families, and members of the neigh-
20 borhood that the community school
21 serves; and

22 “(III) provides adults with de-
23 sired educational and other opportuni-
24 ties; and

1 “(ii) that provides centralized and
 2 easy to access supports for families and
 3 communities in community schools, which
 4 may include English as a second language
 5 classes, citizenship preparation, computer
 6 skills, art, homeless prevention, eviction
 7 protections, emergency and long-term
 8 housing stability and affordable home own-
 9 ership services, child abuse and neglect
 10 prevention supports, health and mental
 11 health literacy programs, digital literacy
 12 training, or other programs that bring
 13 community members into a school building
 14 for meetings, events, or programming.

15 “(D) Collaborative leadership and practices
 16 that build a culture of professional learning,
 17 collective trust, and shared responsibility for
 18 each community school using strategies that—

19 “(i) shall, at a minimum, include a
 20 school-based leadership team with rep-
 21 resentation of student, parent, family lead-
 22 er, and community voices, a community
 23 school coordinator, and a community-wide
 24 leadership team;

1 “(ii) ensure that students, staff, fami-
 2 lies, caregivers, and community members
 3 have a voice in major school decisions
 4 through representation on decisionmaking
 5 teams, as well as inclusive, asset-based,
 6 and democratic school culture;

7 “(iii) may include other leadership or
 8 governance teams, community school steer-
 9 ing committees, or other community coali-
 10 tions, educator collaborative learning com-
 11 munities, and other staff to manage the
 12 multiple, complex joint work of school and
 13 community organizations; and

14 “(iv) ensure that school governance
 15 teams emphasize representation among
 16 historically marginalized groups and reflect
 17 the diversity of community, including di-
 18 versity with respect to language, race, eth-
 19 nicity, socioeconomic status, and role in
 20 the schooling process.

21 “(E) Rigorous and engaging classroom in-
 22 struction—

23 “(i) such that teaching and learning
 24 in the school provides high-level content
 25 and supports the developing of skills, in-

cluding through real-world, inquiry-based,
 and problem-solving learning opportunities
 and a curriculum deeply connected to the
 local community and students' identities,
 cultures, and experiences; and

“(ii) which may include—

“(I) instructional resources, curriculum, and professional learning that reflect and support a community-based learning approach and which may include locally designed community-based curricula and pedagogy to improve students' sense of agency; or

“(II) development and administration of, and use of data from, assessments that provide evidence of the impact of community-based pedagogy (such as capstone projects, portfolios, or other performance-based assessments).

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

“(i) such that—

“(I) the school climate is welcoming and fosters trust and healthy

1 relationships among students, families
2 and caregivers, partners, and staff;

3 “(II) each person in the school
4 community is valued for their rich di-
5 versity of experiences and is encour-
6 aged to share their views, knowledge,
7 and culture;

8 “(III) members of the school
9 community feel safe and comfortable
10 in the school navigating conflicts and
11 taking risks; and

12 “(IV) students feel connected to
13 and are active participants in the
14 school community; and

15 “(ii) that may include—

16 “(I) emphasizing positive rela-
17 tionships and interactions, and edu-
18 cators modeling these relationships
19 and interactions through their own be-
20 havior; and

21 “(II) restorative discipline prac-
22 tices, such as peer mediation, commu-
23 nity service and post-conflict resolu-
24 tion, to help students learn from their
25 mistakes and foster positive, healthy

1 school climates where respect and
 2 compassion are core principles and
 3 zero-tolerance practices leading to
 4 suspension and expulsion are avoid-
 5 ed.”; and

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

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

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

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

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

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

24 “(ii) Students are engaged and aca-
 25 demically achieving in school.

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

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

8 “(v) Parents, caregivers, and families
 9 are partners in supporting children’s edu-
 10 cation.

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

13 “(vii) Students are contributing to
 14 their communities and are civically en-
 15 gaged.

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

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

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

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

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

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

7 “(III) all of the following:

8 “(aa) The principal of the
 9 school.

10 “(bb) The community school
 11 coordinator.

12 “(cc) Representatives of
 13 nonprofit organizations that
 14 serve the school.

15 “(dd) Community partners.

16 “(ee) School administration,
 17 including administrative staff
 18 and other non-instructional staff
 19 such as specialized instructional
 20 support personnel.

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

23 (c) FULL-SERVICE COMMUNITY SCHOOL PRO-
 24 GRAM.—Section 4625 of the Elementary and Secondary

1 Education Act of 1965 (20 U.S.C. 7275) is amended to
2 read as follows:

3 **“SEC. 4625. FULL-SERVICE COMMUNITY SCHOOL SUPPORT**
4 **FOR WHOLE-CHILD SUCCESS.**

5 “(a) GRANTS AUTHORIZED.—

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

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

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

15 “(I) is not less than \$100,000;
16 and

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

21 “(ii) 5-year implementation grants de-
22 scribed in subsection (c) to eligible entities,
23 in an amount of not less than \$250,000
24 each year for each eligible school to be

1 served by the eligible entity under the
2 grant; and

3 “(iii) expansion grants described in
4 subsection (d) to eligible entities, for a pe-
5 riod of not less than 3 and not more than
6 5 years, in an amount of not less than
7 \$300,000 each year and an additional
8 \$150,000 for each additional school, except
9 that for fiscal year 2027 through 2029, the
10 total funds for expansion grants under this
11 subparagraph shall be no more than 20
12 percent of the total amount available under
13 this paragraph;

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

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

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

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

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

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

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

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

20 “(b) PLANNING AND CAPACITY BUILDING
21 GRANTS.—

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

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

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

4 “(B) An assurance that the eligible entity
5 will establish a community-wide leadership team
6 that contributes to the planning, implementa-
7 tion, and continuous improvement of a full-serv-
8 ice community school program.

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

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

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

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

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

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

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

23 “(E) The designation of an individual to
24 serve as the district liaison for the area served
25 by the eligible entity, who will direct the plan-

ning and implementation of any grants under
 this subsection or subsection (c) or (d), includ-
 ing by coordinating with—

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

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

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

“(F) An identification of the initial com-
 munity-wide leadership team for purposes of
 this section and the school-based leadership
 team for each eligible school identified under
 subparagraph (D), and, if either such team

1 does not exist as of the date of the application,
2 the process that will be put in place to establish
3 such team.

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

10 “(H) A data-sharing agreement between
11 the local educational agency and partner enti-
12 ties and services that ensure the sharing of rel-
13 evant timely student data to conduct the needs
14 and assets assessment described in paragraph
15 (2)(A)(i)(I).

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

21 “(J) An assurance that any full-service
22 community school opened with the use of grant
23 funds under this section 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) PLANNING AND CAPACITY BUILDING
4 GRANT ACTIVITIES.—

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

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

16 “(II) analyze the results of the assess-
17 ment;

18 “(ii) hire or designate a community
19 school coordinator to lead the needs and
20 assets assessment;

21 “(iii) establish or support a commu-
22 nity-wide leadership team to support all of
23 the designated schools;

1 “(iv) establish a school-based leader-
2 ship team for each participating eligible
3 school;

4 “(v) convene the community-wide
5 leadership team not later than 90 days
6 after the date of receipt of the grant;

7 “(vi) work with community-wide lead-
8 ership teams and school-based leadership
9 teams to identify, and collaborate with,
10 service providers—

11 “(I) that have the capacity, and
12 demonstrated effectiveness, to partici-
13 pate in a full-service community
14 school and provide integrated student
15 support services for a full-service com-
16 munity school in the relevant area;
17 and

18 “(II) which may include public,
19 private, and nonprofit agencies or or-
20 ganizations that provide higher edu-
21 cation, educational enrichment, sub-
22 stance abuse prevention and edu-
23 cation, mental and physical health
24 services, homeless prevention, eviction
25 protections, emergency and long-term

1 housing stability and affordable home
 2 ownerships services, transportation,
 3 job training, neighborhood develop-
 4 ment, such as affordable housing and
 5 economic development, and social wel-
 6 fare services;

7 “(vii) complete a planning report, as
 8 described in subparagraph (C), that details
 9 the implementation plan before moving for-
 10 ward with implementation;

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

16 “(ix) if necessary, hire and train addi-
 17 tional staff, provide additional compensa-
 18 tion to existing staff, or contract with a
 19 nonprofit entity or entities to aid in the ac-
 20 tivities necessary to apply for an imple-
 21 mentation grant or implement the full-
 22 service community school plan described in
 23 clause (x); and

24 “(x) craft a full-service community
 25 school plan for each eligible school identi-

1 fied under paragraph (1)(D), including a
2 description of—

3 “(I) how the community school
4 coordinator assigned to each such
5 school, community school initiative di-
6 rector, and community-wide leadership
7 team, will be expected to fulfill their
8 responsibilities;

9 “(II) how collaborative leadership
10 and practices structures and strate-
11 gies will be identified and used;

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

21 “(IV) how each such school will
22 provide culturally and linguistically in-
23 clusive communication between such
24 school and families;

1 “(V) how the eligible school will
2 provide rigorous community-connected
3 learning opportunities and create a
4 culture of belonging, safety, and care;

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

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

23 “(VIII) if applicable, a descrip-
24 tion of the additional Federal, State,
25 local, and private funds that will be

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

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

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

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

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

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

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

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

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

13 “(II) The student, family, school,
14 neighborhood, and community to be
15 served by each eligible school identi-
16 fied for the implementation of a full-
17 service community school program, in-
18 cluding demographic and other rel-
19 evant data on the school, students
20 served, and local community.

21 “(III) How a full-service commu-
22 nity school program contributes to ad-
23 vancing the strategic full-service com-
24 munity school improvement goals and
25 efforts of the eligible entity.

1 “(iii) Plans for sustaining all pillars of
2 community schools in the identified eligible
3 schools, which respond to the needs and
4 assets assessment results for each pillar of
5 community schools.

6 “(iv) A description of how the eligible
7 entity has proposed a plan that is respon-
8 sive to the findings of the needs and assets
9 assessment and has used that information
10 to identify and develop a set of tailored ac-
11 tivities for each eligible school under the
12 proposed full-service community schools
13 initiative.

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

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

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

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

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

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

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

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

1 ance objectives and goals described in
2 clause (v);

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

8 “(VI) the services designed to ad-
9 dress the needs for youth
10 transitioning to, or out of, high school
11 or disconnected youth aged 16
12 through 24; and

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

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

23 “(I) at such school; or

24 “(II) in the case of an eligible
25 school in a rural area or on Tribal

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

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

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

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

12 “(III) active family engagement;

13 “(IV) collaborative leadership
14 and practices;

15 “(V) rigorous community-con-
16 nected learning opportunities; and

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

19 “(ix) Plans to establish a school-based
20 leadership team, which shall include oppor-
21 tunities for collaboration at each partici-
22 pating eligible school between the commu-
23 nity school coordinator and members of the
24 school-based leadership teams, families,

and the community, to plan, evaluate progress, and reassess needs.

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

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

“(xii) Plans for sustaining the programs and services described in this subsection, 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 and capacity building 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 “(1) APPLICATION.—An eligible entity desiring
 2 an implementation grant under subsection
 3 (a)(1)(A)(ii) shall—

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

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

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

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

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

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

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

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

16 “(F) describe how the eligible entity—

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

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

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

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

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

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

1 programs and partnership services at each
2 school.

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

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

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

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

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

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

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

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

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

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

23 “(ii) Nutrition services, including pro-
 24 viding additional meals or assistance in ac-

1 cessing Federal, State, and local food as-
2 sistance programs.

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

10 “(I) mentoring and other youth
11 development programs;

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

18 “(III) specialized instructional
19 support services;

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

24 “(V) developmentally appropriate
25 physical education;

1 “(VI) legal services, including im-
 2 migration-related legal services;

3 “(VII) dropout prevention pro-
 4 grams and reengagement programs;

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

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

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

20 “(F) Implement expanded and enriched
 21 learning time, which may include—

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

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

1 “(iii) mentorship programs;

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

6 “(v) additional college access support,
7 including earning college credit while in
8 high school, college visits, summer bridge
9 programs, college counseling, support with
10 completing the Free Application for Fed-
11 eral Student Aid under section 483 of the
12 Higher Education Act of 1965, or other
13 services geared towards college success;
14 and

15 “(vi) enrichment of advanced skill de-
16 velopment in areas of interest including
17 music, arts, sports, finance, technology, or
18 other areas that support a well-rounded
19 education.

20 “(G) Implement and coordinate access
21 across family and community engagement strat-
22 egies, which may include—

23 “(i) culturally and linguistically inclu-
24 sive communication between such school
25 and families;

1 “(ii) on-site early childhood care and
2 education programs;

3 “(iii) supportive home visitation serv-
4 ices by educators and other professionals
5 who are employed by the eligible entity or
6 a service provider;

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

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

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

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

22 “(viii) programs that promote paren-
23 tal and family involvement, family literacy,
24 education, career, and employment ad-

1 vancement, and provide volunteer opportu-
 2 nities;

3 “(ix) assistance and supports for chil-
 4 dren and young people involved in the child
 5 welfare system;

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

12 “(xi) child abuse and neglect preven-
 13 tion activities, including services to
 14 strengthen families.

15 “(H) Implement collaborative leadership
 16 and practice strategies, which may include—

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

22 “(ii) regularly convening or engaging
 23 all partners, as appropriate, such as—

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

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

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

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

24 “(iv) organizing school personnel and
25 community partners into working teams fo-

1 cused on specific issues identified in the
2 needs and assets assessment.

3 “(I) Implement rigorous community-con-
4 nected instruction strategies, which may in-
5 clude—

6 “(i) instructional resources, curricula,
7 and professional learning that reflect and
8 support a community-based learning ap-
9 proach, emphasizing locally designed com-
10 munity-based curriculum and pedagogy to
11 improve the sense of agency of students; or

12 “(ii) development and administration
13 of assessments that provide evidence of the
14 impact of community-based pedagogy
15 (such as capstone projects, portfolios, and
16 similar assessments that include a per-
17 formance-based component).

18 “(J) Implement strategies that foster a
19 culture of belonging, safety, and care, which
20 may include—

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

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

9 “(K) Support and enable the district liai-
 10 son described in subsection (b)(1)(E) to lead
 11 the community-wide leadership team and carry
 12 out the activities described in the eligible enti-
 13 ty’s application and planning report submitted
 14 under paragraph (1).

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

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

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

3 “(i) details the impact of the full-serv-
4 ice community school program on student
5 opportunities and outcomes, including aca-
6 demic achievement, as aligned with the re-
7 sults framework of the eligible entity, in-
8 cluding achievement based on the chal-
9 lenging State academic standards estab-
10 lished under section 1111(b);

11 “(ii) includes school climate informa-
12 tion, which may come from student, par-
13 ent, or educator surveys, that shall be
14 cross-tabulated and disaggregated by sub-
15 group of students (as defined under section
16 1111(c)(2)), including—

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

19 “(II) measures of student en-
20 gagement, safety, attendance, staff
21 qualifications and turnover, and fam-
22 ily involvement; and

23 “(III) measures of students’ so-
24 cial emotional skills, habits, and
25 mindsets, as appropriate;

1 “(iii) describes—

2 “(I) the integrated student sup-
3 ports, expanded and enriched learning
4 time and opportunities, and family
5 and community engagement activities
6 offered by the full-service community
7 school program at the eligible school;
8 and

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

12 “(iv) includes information on the
13 number, qualifications, experience, and re-
14 tention of school staff (disaggregated by
15 race, gender, and ethnicity) at the eligible
16 school, including the number and percent-
17 ages of fully certified teachers and teachers
18 fully certified in the area they are assigned
19 to teach, and rates of teacher turnover;
20 and

21 “(v) details academic and whole-child
22 outcomes in the eligible school, as aligned
23 with the results framework of the eligible
24 entity, which may include information on
25 school readiness, mental and physical

1 health, academic achievement, high school
 2 graduation rates, college acceptance and
 3 matriculation, reduced racial and economic
 4 achievement gaps, school climate, and
 5 school attendance; and

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

15 “(d) EXPANSION GRANTS.—

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

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

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

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

1 “(B) SPECIAL RULE.—For purposes of
 2 subparagraph (A)(ii), the Secretary may deem a
 3 school to be a full-service community school if
 4 the school provides integrated student supports
 5 in a manner that is, as determined by the Sec-
 6 retary, sufficiently similar to a full-service com-
 7 munity school supported under subsection (c).

8 “(2) APPLICATIONS.—An eligible entity that de-
 9 sires an expansion grant under this subsection shall
 10 submit an application to the Secretary for each eligi-
 11 ble school proposed to be served. The application
 12 shall include the following:

13 “(A) A needs and assets assessment for
 14 the eligible school.

15 “(B) Information about the school that in-
 16 cludes—

17 “(i) student demographic, academic
 18 opportunity and achievement, and school
 19 climate data disaggregated by major demo-
 20 graphic groups, including—

21 “(I) student subgroups (as de-
 22 fined under section 1111(c)(2)), stu-
 23 dents experiencing homelessness, and
 24 children or youth in foster care; and

1 “(II) eligibility for a free or re-
2 duced price lunch under the Richard
3 B. Russell National School Lunch Act
4 (42 U.S.C. 1751 et seq.);

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

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

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

15 “(v) information on the number,
16 qualifications, experience, and stability of
17 school staff, including—

18 “(I) the numbers and percent-
19 ages of fully certified teachers and
20 teachers fully certified in the area
21 they are assigned to teach,
22 disaggregated by race and ethnicity;
23 and

24 “(II) rates of teacher turnover;

1 “(vi) active family and community en-
 2 gagement information, including—

3 “(I) family and community needs
 4 based on surveys, information from
 5 public meetings, or information gath-
 6 ered by other means;

7 “(II) efforts to provide culturally
 8 and linguistically inclusive commu-
 9 nication between schools and families;
 10 and

11 “(III) need for and access to
 12 family and community engagement ac-
 13 tivities;

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

20 “(viii) opportunities for partnerships
 21 with entities that can partner with the eli-
 22 gible school to establish or strengthen a
 23 community-wide leadership structure; and

24 “(ix) community climate indicators,
 25 including housing instability, unemploy-

1 ment, poverty, availability of jobs that
2 offer a living wage, health indicators,
3 youth employment, access to parks, envi-
4 ronmental hazards, crime, and gang activ-
5 ity.

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

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

13 “(ii) the collaborative leadership and
14 practices structures and strategies to be
15 used;

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

24 “(iv) how the eligible school will pro-
25 vide rigorous community-connected learn-

1 ing opportunities and create a culture of
2 belonging and safety;

3 “(v) how the eligible school will pro-
4 vide culturally and linguistically inclusive
5 communication between schools and fami-
6 lies;

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

9 “(I) to implement and sustain
10 the full-service community school
11 plan; and

12 “(II) that will participate in a
13 community-wide leadership structure;

14 “(vii) how activities chosen will rein-
15 force, and not duplicate, existing programs
16 and activities at the eligible school as of
17 the date of application; and

18 “(viii) if applicable, a description of
19 the additional Federal, State, local, and
20 private funds that will be accessed to carry
21 out activities under the grant.

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

1 provision of services and assess program
2 progress and quality.

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

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

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

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

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; and

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

18 “(i) funding a community school coor-
19 dinator to work at the proposed eligible
20 school or for the eligible entity;

21 “(ii) funding an initiative-level com-
22 munity school coordinator to support all
23 existing full-service community schools de-
24 scribed in paragraph (1), and new full-

1 service community schools, supported by
2 the eligible entity;

3 “(iii) creating or strengthening a com-
4 munity-wide leadership team that, with re-
5 spect to all full-service community schools
6 supported by the eligible entity—

7 “(I) provides a results-based vi-
8 sion for the full-service community
9 schools;

10 “(II) supports effective data col-
11 lection and program and service eval-
12 uation;

13 “(III) supports responsible and
14 transparent finance and resource de-
15 velopment;

16 “(IV) aligns and integrates the
17 goals of the full-service community
18 schools with the pillars of community
19 schools, and implementation of those
20 goals;

21 “(V) supports the implementa-
22 tion of evidence-based policy and prac-
23 tices;

1 “(VI) supports evidence-based
2 professional development for staff and
3 technical assistance;

4 “(VII) facilitates broad commu-
5 nity engagement;

6 “(VIII) ensures meetings that
7 are open to the public, and records re-
8 lated to finances, personnel, and other
9 decisionmaking processes that are
10 made available for public review; and

11 “(IX) supports the coordination
12 of meeting overlapping needs among
13 existing full-service community schools
14 described in paragraph (1);

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

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

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

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

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

20 “(ix) carrying out any activity de-
21 scribed in subparagraphs (D), (E), (F),
22 (G), (H), (I), (J), or (K) of subsection
23 (c)(4) at an existing full-service community
24 school described in paragraph (1); or

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

4 “(I) regularly tracking full-serv-
5 ice community school data;

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

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

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

21 “(A) details the impact of the full-service
22 community school program on student opportu-
23 nities and outcomes, including academic
24 achievement;

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

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

8 “(D) describes—

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

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

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

23 “(i) integration of grant funds with
24 funding from community partners and ex-
25 isting funding streams as of the day before

1 the receipt of the grant under this sub-
 2 section; and

3 “(ii) changes in school spending and
 4 funding as a result of the full-service com-
 5 munity school program supported under
 6 this subsection, including—

7 “(I) any significant shifts in how
 8 Federal, State, or local funding is
 9 used to support the full-service com-
 10 munity school program;

11 “(II) any additional resources
 12 being provided, including resources
 13 from the State, local educational
 14 agency, or philanthropy or commu-
 15 nity-based organizations; and

16 “(III) whether funds and re-
 17 sources described in subclauses (I)
 18 and (II) will be available beyond the
 19 duration of the grant period.

20 “(e) RENEWAL.—

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

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

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

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

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

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

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

4 “(f) STATE GRANTS.—

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

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

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

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

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

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

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

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

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

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

12 “(ii) not less than 90 percent of such
13 funds to directly benefit local educational
14 agencies or public elementary schools or
15 secondary schools, through supporting pro-
16 fessional development, providing direct
17 support or technical assistance, or award-
18 ing subgrants to local educational agencies
19 under paragraph (3)(A).

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

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

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

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

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

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

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

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

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

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

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

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

25 “(4) STEERING COMMITTEE.—

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

17 “(A) An evaluation of full-service commu-
18 nity schools in the State at the beginning of the
19 grant period, as compared to those schools at
20 the end of the grant period, including the fol-
21 lowing data disaggregated by subgroups of stu-
22 dents, as defined in section 1111(c)(2):

23 “(i) Information regarding the out-
24 comes for students, including the following

1 data disaggregated by subgroups of stu-
2 dents, as defined in section 1111(c)(2):

3 “(I) Student attendance and
4 chronic absenteeism rates.

5 “(II) Student discipline rates, in-
6 cluding suspensions and expulsions.

7 “(III) Student graduation rates.

8 “(ii) Information on the number,
9 qualifications, and retention of school staff,
10 including—

11 “(I) the numbers and percent-
12 ages of fully certified teachers and
13 teachers who are fully certified in the
14 area they are assigned to teach,
15 disaggregated by race and ethnicity;
16 and

17 “(II) rates of teacher turnover.

18 “(B) An analysis of the progress on meet-
19 ing the goals described in paragraph (3)(B),
20 which may be accomplished by including data
21 on—

22 “(i) school climate information, which
23 may come from student, parent, or teacher
24 surveys;

1 “(ii) family and community engage-
2 ment efforts and impact;

3 “(iii) school provision of integrated
4 student supports and community services;

5 “(iv) expanded and enriched learning
6 time and opportunities;

7 “(v) changes in school spending infor-
8 mation and funding as a result of the full-
9 service community school programs sup-
10 ported under this subsection, including any
11 significant shifts in how Federal, State, or
12 local funding is used to support the full-
13 service community school program and any
14 additional resources being provided, includ-
15 ing from the State, local educational agen-
16 cy, or philanthropy or community-based or-
17 ganizations, and whether these funds and
18 resources will be available beyond the dura-
19 tion of the grant period; and

20 “(vi) collaborative leadership and
21 practice strategies, which may include—

22 “(I) building the capacity of edu-
23 cators, principals, other school lead-
24 ers, and other staff to lead collabo-
25 rative school improvement structures,

1 such as professional learning commu-
2 nities;

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

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

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

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

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

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

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

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

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

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

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

15 “(h) REPORT TO CONGRESS.—

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

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

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

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

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

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

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

17 “(i) TECHNICAL ASSISTANCE.—

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

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

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

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

15 “(ii) Addressing any data-sharing
16 challenges due to the requirements under
17 section 444 of the General Education Pro-
18 visions Act (20 U.S.C. 1232g) (commonly
19 referred to as the ‘Family Educational
20 Rights and Privacy Act of 1974’) and the
21 Health Insurance Portability and Account-
22 ability Act of 1996 (Public Law 104–191)
23 by assisting with the implementation of
24 waiver or nondisclosure agreement strate-

gies that allow community partners to access data.

“(iii) Distributing materials that describe the evidence-based elements and advantages of full-service community schools, including references to governmental and nonprofit reports.

“(iv) Assisting a local educational agency in forming a task force to study the creation and administration of full-service community schools and connecting the local educational agency with other statewide institutions who might partner with the agency, including institutions of higher education or public health organizations.

“(v) Establishing a national steering committee—

“(I) composed of entities that received grants under this section for full-service community schools, education labor organization representatives, nonprofit full-service community school partners, research institutions with full-service community school ex-

1 pertise, and other relevant stake-
2 holders;

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

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

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

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

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

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

9 “(2) TECHNICAL ASSISTANCE CENTER.—

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

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

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

25 (1) in subsection (a)—

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

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

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

14 “(A) that have—

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

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

22 “(B) that may have schools implementing
 23 comprehensive support and improvement activi-
 24 ties or targeted support and improvement ac-
 25 tivities under section 1111(d).

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

6 (2) in subsection (b)—

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

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

12 (3) in subsection (c)—

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

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

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

22 (4) in subsection (d)—

23 (A) by striking paragraph (2);

24 (B) by redesignating paragraph (3) as
 25 paragraph (2); and

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

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

8 (6) in subsection (f)—

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

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

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

○