

118TH CONGRESS
1ST SESSION

S. 3360

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

IN THE SENATE OF THE UNITED STATES

NOVEMBER 29, 2023

Mr. BROWN (for himself, Mr. VAN HOLLEN, Mrs. GILLIBRAND, Mr. LUJÁN, Mr. SANDERS, Ms. HIRONO, Mr. FETTERMAN, Mr. PADILLA, Mr. CASEY, Mr. HEINRICH, Mr. KAINE, Ms. KLOBUCHAR, Mr. CARDIN, Mr. DURBIN, and Ms. DUCKWORTH) 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 2023”.

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 2024;

16 “(2) \$600,000,000 for fiscal year 2025;

17 “(3) \$700,000,000 for fiscal year 2026;

18 “(4) \$850,000,000 for fiscal year 2027; and

19 “(5) \$1,000,000,000 for fiscal year 2028.”.

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 redес-
26 igned 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 integrated
12 student supports, expanded and enriched learn-
13 ing time and opportunities, family and commu-
14 nity engagement, and collaborative leadership
15 and practices for each such eligible school;

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

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

23 “(E) leads regular continuous improvement
24 activities at each such eligible 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 integrated student supports or
 10 stakeholder services, expanded and enriched
 11 learning time and opportunities, family and
 12 community engagement, and collaborative lead-
 13 ership and practices for such eligible schools;
 14 and

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

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

22 “(A) is responsible for guiding the vision,
 23 policy, resource alignment, implementation,
 24 oversight, and goal-setting for full-service com-

1 munity school efforts within a local educational
2 agency;

3 “(B) includes—

4 “(i) representatives from the local
5 educational agency;

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

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

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

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

23 “(C) may—

24 “(i) be created for the purposes of
25 supporting and sustaining full-service com-

1 community schools or may already exist at the
 2 time the eligible entity submits its applica-
 3 tion;

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

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

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

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

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

24 (A) in the matter preceding clause (i) of
 25 subparagraph (A), by striking “section

1 4623(a)(1)(A)” and inserting “section
2 4623(a)(1)”;

3 (B) in subparagraph (A)—

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

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

10 (C) by amending subparagraph (B) to read
11 as follows:

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

15 “(i) 1 or more local educational agen-
16 cies; and

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

22 (4) by inserting after paragraph (5), as redesign-
23 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 redesi-
25 gnated 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 through partnerships with social and
9 health services agencies, including mental and
10 behavioral health agencies and providers, and
11 are coordinated by a community school coordi-
12 nator, which may include—

13 “(i) medical, dental, vision care, and
14 mental and behavioral health services, in-
15 cluding mental health literacy for students
16 and staff; and

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

24 “(B) Expanded and enriched learning time
25 and opportunities, including evidence-based

1 strategies, and including before-school, after-
2 school, during-school, weekend, and summer
3 programs that provide additional academic in-
4 struction, individualized academic support, en-
5 richment activities, or learning opportunities,
6 for students of a community school that—

7 “(i) may emphasize real-world project-
8 based learning in which students can apply
9 their learning to contexts that are relevant
10 and engaging; and

11 “(ii) may include art, music, drama,
12 creative writing, hands-on experience with
13 engineering or science (including computer
14 science), career and technical education,
15 evidence-based tutoring that is aligned
16 with classroom success and homework help,
17 and recreational programs that enhance
18 and are consistent with the school’s cur-
19 riculum.

20 “(C) Active student, family, and commu-
21 nity engagement—

22 “(i) that—

23 “(I) brings students, parents,
24 and families of students at the com-
25 munity school and in community into

1 the school as partners in students'
2 education, including meaningfully in-
3 volving parents and families in the
4 community school's decisionmaking
5 processes;

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

12 “(III) provides adults with de-
13 sired educational and other opportuni-
14 ties; and

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

1 that bring community members into a
2 school building for meetings, events, or
3 programming.

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

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

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

20 “(iii) may include other leadership or
21 governance teams, community school steer-
22 ing committees, or other community coalitions,
23 educator collaborative learning communities,
24 and other staff to manage the

1 multiple, complex joint work of school and
2 community organizations; and

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

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

20 “(i) instructional resources, cur-
21 riculum, and professional learning that are
22 modified to reflect and support a commu-
23 nity-based learning approach in community
24 schools, emphasizing locally designed com-

1 community-based curriculum and pedagogy to
2 improve students’ sense of agency; or

3 “(ii) development and administration
4 of assessments that provide evidence of the
5 impact or value of community-based peda-
6 gogy (such as performance assessments
7 that include capstone projects, portfolios,
8 and similar assessments).

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

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

1 “(ii) acknowledging and addressing
2 negative behaviors and chronic absenteeism
3 in developmentally appropriate and positive
4 ways; and

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

13 (7) by inserting after paragraph (9), as redesign-
14 ated by paragraph (1), the following:

15 “(10) RESULTS FRAMEWORK.—The term ‘re-
16 sults framework’ means comprehensive, evidence-
17 based annual goals and aligned quantifiable indica-
18 tors demonstrating continuous improvement with re-
19 spect to students, particularly disadvantaged stu-
20 dents, that—

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

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

1 “(C) shall include at least the following
2 goals:

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

8 “(ii) Students are engaged and aca-
9 demically achieving in school.

10 “(iii) Students are physically and
11 mentally healthy, and are experiencing
12 positive social and emotional development,
13 including identity development.

14 “(iv) Schools and school neighbor-
15 hoods are safe and provide a positive and
16 equitable school climate for learning.

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

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

21 “(vii) Students are contributing to
22 their communities.

23 “(viii) Students are civically engaged
24 or are active participants in democracy.

1 “(ix) Students are not chronically ab-
2 sent.

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

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

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

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

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

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

18 “(III) all of the following:

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

21 “(bb) The community school
22 coordinator.

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

1 “(dd) Community partners.

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

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

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

13 **“SEC. 4625. FULL-SERVICE COMMUNITY SCHOOL SUPPORT**
14 **FOR WHOLE-CHILD SUCCESS.**

15 “(a) GRANTS AUTHORIZED.—

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

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

21 “(i) planning grants described in sub-
22 section (b) to eligible entities, for a period
23 of not more than 2 years, in an amount
24 that—

1 “(I) is not less than \$100,000;

2 and

3 “(II) may not exceed the amount
4 equal to \$100,000 for each eligible
5 school to be served by the eligible en-
6 tity under the grant;

7 “(ii) 5-year implementation grants de-
8 scribed in subsection (c) to eligible entities,
9 in an amount of not less than \$250,000
10 each year for each eligible school to be
11 served by the eligible entity under the
12 grant; and

13 “(iii) expansion grants described in
14 subsection (d) to eligible entities, for a pe-
15 riod of not less than 3 and not more than
16 5 years, in an amount of not less than
17 \$300,000 each year and an additional
18 \$150,000 for each additional school, except
19 that for fiscal year 2024 through 2026, the
20 total funds for expansion grants under this
21 subparagraph shall be no more than 20
22 percent of the total amount available under
23 this paragraph;

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

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

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

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

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

17 “(B) local educational agencies that receive
18 basic support payments under section
19 7003(b)(1);

20 “(C) a local educational agency or consor-
21 tium of local educational agencies located in a
22 rural area; or

23 “(D) Indian Tribes or Tribal organizations
24 (as those terms are defined in section 4 of the
25 Indian Self-Determination and Education As-

1 sistance Act (25 U.S.C. 5304)) or Native Ha-
2 waiian community-based organizations or Na-
3 tive Hawaiian educational organizations (as
4 those terms are defined in section 6207).

5 “(b) PLANNING AND CAPACITY BUILDING
6 GRANTS.—

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

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

14 “(B) An assurance that the eligible entity
15 will establish a community-wide leadership team
16 that contributes to the planning and implemen-
17 tation of a full-service community school pro-
18 gram.

19 “(C) A description of the capacity of the
20 eligible entity to coordinate and, in collabora-
21 tion with its partner entities, facilitate the im-
22 plementation of all pillars of community schools
23 at 1 or more full-service community schools
24 through an implementation grant under sub-
25 section (c), including by providing a description

1 of student, educator, family, and community en-
2 gagement to demonstrate the interest described
3 in subparagraph (D)(i).

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

6 “(i) show a strong interest, volun-
7 tarily, in participating in a full-service
8 community school supported by an imple-
9 mentation grant under subsection (c);

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

13 “(I) including by providing data
14 regarding poverty rates, discipline
15 rates, academic opportunities and
16 achievement and other outcomes, stu-
17 dent physical and mental health, or
18 additional information connected to
19 the pillars of community schools; and

20 “(II) which may include pro-
21 viding documentation regarding
22 whether such school has been identi-
23 fied for comprehensive support and
24 improvement, targeted support and
25 improvement, or additional targeted

1 support pursuant to section 1111(d);
2 and

3 “(iii) have committed to establishing
4 or designating a school-based leadership
5 team to support the school’s full-service
6 community school initiative.

7 “(E) The designation of an individual to
8 serve as the district liaison for the area served
9 by the eligible entity, who will direct the plan-
10 ning and implementation of any grants under
11 this subsection or subsection (c) or (d), includ-
12 ing by coordinating with—

13 “(i) students, families, educators,
14 principals, and other school leaders of eligi-
15 ble schools identified under subparagraph
16 (D);

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

24 “(iii) community members, such as
25 residents, community led councils, local

1 businesses, stakeholders, early childhood
2 education providers, hospitals or clinics,
3 community organizations, and local non-
4 profit organizations.

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

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

19 “(H) A data-sharing agreement between
20 the local educational agency and partner enti-
21 ties and services that ensure the sharing of rel-
22 evant real-time student data to conduct the
23 needs and assets assessment described in para-
24 graph (2)(A)(i)(I).

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

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

13 “(2) PLANNING AND CAPACITY BUILDING
14 GRANT ACTIVITIES.—

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

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

1 “(II) analyze the results of the assess-
2 ment;

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

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

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

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

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

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

1 community school in the relevant area;
2 and

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

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

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

1 “(ix) if necessary, hire and train addi-
2 tional staff, provide additional compensa-
3 tion to existing staff, or contract with a
4 nonprofit entity or entities to aid in the ac-
5 tivities necessary to apply for an imple-
6 mentation grant or implement the full-
7 service community school plan described in
8 clause (x); and

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

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

19 “(II) how collaborative leadership
20 and practices structures and strate-
21 gies will be identified and used;

22 “(III) the integrated student sup-
23 ports or stakeholder services, ex-
24 panded and enriched learning time
25 and opportunities, and active family

1 and community engagement activities
2 that will be tailored to the needs and
3 assets assessment conducted under
4 clause (i)(I) and provided in each such
5 school;

6 “(IV) how each such school will
7 provide culturally and linguistically in-
8 clusive communication between such
9 school and families;

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

22 “(VI) how services and activities
23 described in subclause (III) to be pro-
24 vided will supplement, not supplant,
25 existing programs and activities at the

1 eligible school as of the date of appli-
2 cation; and

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

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

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

17 “(ii) the eligible entity’s subsequent
18 identification of partner entities.

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

1 “(i) A description of the actions taken
2 to coordinate and, in collaboration with its
3 partner entities, facilitate the provision of
4 strategies aligned to the pillars of commu-
5 nity schools to enable at least 1 eligible
6 school to become a full-service community
7 school.

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

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

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

1 and disability status for the school
2 and the local community.

3 “(III) How a full-service commu-
4 nity school program contributes to ad-
5 vancing the strategic full-service com-
6 munity school improvement goals and
7 efforts of the eligible entity.

8 “(iii) Plans for sustaining all pillars of
9 community schools in the identified eligible
10 schools, which respond to the needs assess-
11 ment results for each pillar of community
12 schools.

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

20 “(v) Annual measurable performance
21 objectives and goals from a results frame-
22 work to be used by the eligible entity,
23 disaggregated for all students and each
24 subgroup of students, as defined in section
25 1111(c)(2), including an increase in the

1 number and percentage of families and
2 students targeted for services each year of
3 the proposed full-service community school
4 program, in order to ensure that children
5 are—

6 “(I) meeting the challenging
7 State academic standards established
8 under section 1111(b); and

9 “(II) safe, healthy, and sup-
10 ported by engaged families.

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

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

23 “(II) how such services will im-
24 prove student social, emotional, and
25 academic development;

1 “(III) how such services address
2 the mental health needs of students
3 and the use of trauma informed care;

4 “(IV) how such services will ad-
5 dress the annual measurable perform-
6 ance objectives and outcomes de-
7 scribed in clause (v);

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

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

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

23 “(vii) Plans, including a description of
24 the applicable funding sources, to ensure
25 that each proposed full-service community

1 school site is served by a full-time commu-
2 nity school coordinator—

3 “(I) at such school; or

4 “(II) in the case of an eligible
5 school in a rural area or on Tribal
6 lands, as described in section
7 4622(2)(A).

8 “(viii) Plans for professional develop-
9 ment, for the personnel of each proposed
10 full-service community school and partner
11 service providers, on—

12 “(I) managing, coordinating, or
13 delivering integrated student support
14 services;

15 “(II) expanded and enriched
16 learning time and opportunities;

17 “(III) active family engagement;
18 and

19 “(IV) collaborative leadership
20 and practices.

21 “(ix) Plans to establish a school-based
22 leadership team and plans for joint utiliza-
23 tion of school facilities, which shall include
24 opportunities for collaboration at each par-
25 ticipating eligible school between the com-

1 community school coordinator and members of
2 the school-based leadership teams, families,
3 and the community, to plan, evaluate
4 progress, and reassess needs.

5 “(x) Plans for annual evaluation
6 based upon attainment of the performance
7 objectives and outcomes described in clause
8 (v).

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

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

24 “(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 CRITERION.—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 “(D) The extent to which the applicant
4 has, or demonstrates a strong plan to have, a
5 consortium broadly representative of community
6 stakeholders and needs.

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

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

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

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

1 working with the collaborative leadership struc-
2 ture of, each eligible school to be served under
3 the grant.

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

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

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

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

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

22 “(i) Health and social services, which
23 may be based in the eligible school or pro-
24 vided in the community, including primary

1 health, dental care, vision care, and mental
2 health including trauma-informed care.

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

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

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

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

22 “(III) specialized instructional
23 support services;

24 “(IV) homeless prevention, evic-
25 tion protections, emergency and long-

1 term housing stability, and affordable
2 home ownership services;

3 “(V) developmentally appropriate
4 physical education;

5 “(VI) legal services, including im-
6 migration-related legal services;

7 “(VII) dropout prevention pro-
8 grams and reengagement programs;

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

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

21 “(X) technical assistance for stu-
22 dents with limited access to digital de-
23 vices or high-speed internet services.

24 “(F) Implement expanded and enriched
25 learning time, which may include—

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

3 “(ii) before- and after-school and
4 summer learning programs;

5 “(iii) mentorship programs;

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

10 “(v) student support services for chil-
11 dren with disabilities;

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

17 “(vii) enrichment of advanced skill de-
18 velopment in areas of interest including
19 music, arts, sports, finance, technology, or
20 other areas.

21 “(G) Implement active family and commu-
22 nity engagement strategies, which may in-
23 clude—

1 “(i) culturally and linguistically inclu-
2 sive communication between such school
3 and families;

4 “(ii) on-site early childhood care and
5 education programs;

6 “(iii) home visitation services by edu-
7 cators and other professionals who are em-
8 ployed by the eligible entity or a service
9 provider;

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

15 “(v) workforce development activities,
16 including job search and preparation serv-
17 ices and career advancement activities;

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

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

1 “(viii) programs that promote paren-
2 tal and family involvement, family literacy,
3 education, career, and employment ad-
4 vancement, and provide volunteer opportu-
5 nities;

6 “(ix) assistance and supports for chil-
7 dren and young people involved in the child
8 welfare system;

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

15 “(xi) child abuse and neglect preven-
16 tion activities, including services to
17 strengthen families.

18 “(H) Implement collaborative leadership
19 and practice strategies, which may include—

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

1 “(ii) regularly convening or engaging
2 all partners, such as—

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

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

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

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

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

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

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

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

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

24 “(i) details the impact of the full-serv-
25 ice community school program on student

1 opportunities and outcomes, including aca-
2 demic achievement, as aligned with the re-
3 sults framework of the eligible entity, in-
4 cluding achievement based on the chal-
5 lenging State academic standards estab-
6 lished under section 1111(b);

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

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

15 “(II) measures of student en-
16 gagement, safety, attendance, staff
17 qualifications and turnover, and fam-
18 ily involvement; and

19 “(III) measures of students’ so-
20 cial emotional skills, habits, and
21 mindsets;

22 “(iii) describes—

23 “(I) the integrated student sup-
24 ports, expanded and enriched learning
25 time and opportunities, and family

1 and community engagement activities
2 offered by the full-service community
3 school program at the eligible school;
4 and

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

8 “(iv) includes information on the
9 number, qualifications, experience, and re-
10 tention of school staff at the eligible
11 school, including the number and percent-
12 age of fully certified teachers,
13 disaggregated by race and ethnicity, and
14 rates of teacher turnover; and

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

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

10 “(d) EXPANSION GRANTS.—

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

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

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

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

21 “(B) SPECIAL RULE.—For purposes of
22 subparagraph (A)(ii), the Secretary may deem a
23 school to be a full-service community school if
24 the school provides integrated student supports
25 in a manner that is, as determined by the Sec-

1 retary, sufficiently similar to a full-service com-
2 munity school supported under subsection (c).

3 “(2) APPLICATIONS.—An eligible entity that de-
4 sires an expansion grant under this subsection shall
5 submit an application to the Secretary for each eligi-
6 ble school proposed to be served. The application
7 shall include the following:

8 “(A) A needs and assets assessment for
9 the eligible school.

10 “(B) Information about the school that in-
11 cludes—

12 “(i) student demographic, academic
13 opportunity and achievement, and school
14 climate data—

15 “(I) disaggregated by major de-
16 mographic groups, including—

17 “(aa) student subgroups (as
18 defined under section
19 1111(c)(2)), students experi-
20 encing homelessness, and chil-
21 dren or youth in foster care; and

22 “(bb) eligibility for a free or
23 reduced price lunch under the
24 Richard B. Russell National

1 School Lunch Act (42 U.S.C.
2 1751 et seq.); and

3 “(II) including the number of
4 students who are children with dis-
5 abilities;

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

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

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

16 “(v) information on the number,
17 qualifications, experience, and stability of
18 school staff, including the number and per-
19 centage of fully certified teachers,
20 disaggregated by race and ethnicity, and
21 rates of teacher turnover;

22 “(vi) active family and community en-
23 gagement information, including—

24 “(I) family and community needs
25 based on surveys, information from

1 public meetings, or information gath-
2 ered by other means;

3 “(II) efforts to provide culturally
4 and linguistically inclusive commu-
5 nication between schools and families;
6 and

7 “(III) need for and access to
8 family and community engagement ac-
9 tivities;

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

16 “(viii) opportunities for partnerships
17 with entities that can partner with the eli-
18 gible school to establish or strengthen a
19 community-wide leadership structure; and

20 “(ix) community climate indicators,
21 including housing instability, unemploy-
22 ment, poverty, availability of jobs that
23 offer a living wage, health indicators,
24 youth employment, access to parks, envi-

1 ronmental hazards, crime, and gang activ-
2 ity.

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

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

10 “(ii) the collaborative leadership and
11 practices structures and strategies to be
12 used;

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

21 “(iv) how the eligible school will pro-
22 vide culturally and linguistically inclusive
23 communication between schools and fami-
24 lies;

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

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

6 “(II) that will participate in a
7 community-wide leadership structure;

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

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

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

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

1 color, religion, sex (including sexual orientation
2 and gender identity), age, or disability.

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

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

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

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

20 “(ii) service providers, including po-
21 tential service providers, and system-level
22 partners, such as government agencies, In-
23 dian Tribes, Tribal organizations, Native
24 Hawaiian organizations, relevant labor or-

1 organizations, and nonprofit and other com-
2 munity-based partners; and

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

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

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

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

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

- 1 “(I) a results-based vision for the
2 full-service community schools;
3 “(II) data and evaluation;
4 “(III) finance and resource devel-
5 opment;
6 “(IV) alignment and integration
7 of the goals of the full-service commu-
8 nity schools with the pillars of com-
9 munity schools, and implementation of
10 those goals;
11 “(V) supportive policy and prac-
12 tices;
13 “(VI) professional development
14 for staff and technical assistance;
15 “(VII) broad community engage-
16 ment;
17 “(VIII) meetings that are open to
18 the public, and records related to fi-
19 nances, personnel, and other decision-
20 making processes that are made avail-
21 able for public review; and
22 “(IX) supporting overlapping
23 needs of existing full-service commu-
24 nity schools described in paragraph
25 (1);

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

12 “(v) creating an internal process to
13 replicate the existing full-service commu-
14 nity schools described in paragraph (1) in
15 other eligible schools;

16 “(vi) conducting a needs and assets
17 assessment and crafting a full-service com-
18 munity school plan for each eligible school
19 to be served by the grant, led by the com-
20 munity school coordinator;

21 “(vii) providing resources for addi-
22 tional full-service community schools,
23 which shall serve members of the commu-
24 nity without discrimination based on race,
25 color, religion, sex (including sexual ori-

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

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

6 “(ix) carrying out any activity de-
7 scribed in subparagraph (D), (E), (F),
8 (G), or (H) of subsection (c)(4) at an ex-
9 isting full-service community school de-
10 scribed in paragraph (1); or

11 “(x) funding an evaluation of activi-
12 ties supported by the grant under this sec-
13 tion by—

14 “(I) regularly tracking full-serv-
15 ice community school data;

16 “(II) supporting full-service com-
17 munity schools in collecting data for
18 analysis, evaluation, and continuous
19 improvement; or

20 “(III) carrying out an evaluation
21 of the effects of each existing full-
22 service community school described in
23 paragraph (1) that is supported under
24 this section and an evaluation of the

1 cumulative effects of all full-service
2 community schools.

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

7 “(A) details the impact of the full-service
8 community school program on student opportu-
9 nities and outcomes, including academic
10 achievement;

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

13 “(C) includes school climate information
14 for all full-service community schools served by
15 the same local educational agency as the full-
16 service community school that is supported
17 under the grant;

18 “(D) describes—

19 “(i) the integrated student supports,
20 expanded and enriched learning time and
21 opportunities, and family and community
22 engagement activities offered through the
23 grant; and

1 “(ii) the collaborative leadership and
2 practice structures in place at both the
3 school and community levels; and

4 “(E) identifies any cost savings from
5 greater coordination between full-service com-
6 munity schools and partner organizations in
7 providing services through the full-service com-
8 munity school program supported under this
9 subsection, including any—

10 “(i) integration of grant funds with
11 funding from community partners and ex-
12 isting funding streams as of the day before
13 the receipt of the grant under this sub-
14 section; and

15 “(ii) changes in school spending as a
16 result of the full-service community school
17 program supported under this subsection.

18 “(e) RENEWAL.—

19 “(1) IN GENERAL.—Notwithstanding any other
20 provisions of this section, the Secretary may renew
21 a grant provided to an eligible entity under sub-
22 section (c) or (d) for an additional period of not to
23 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 5 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 95 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 (4)(B).

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 for increasing State
20 spending on student supports consistent with
21 the pillars of community schools, using a results
22 framework established by the State;

23 “(C) establish a State-level steering com-
24 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 on the implementation
6 and expansion of full-service community schools
7 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 organizations, and local non-
24 profit 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 competent pedagogy and prac-
20 tices;

21 “(G) work with local educational agencies,
22 and partner organizations who are interested in
23 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 (5)), 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) The data described in subsection
18 (d)(2)(B)(i)—

19 “(i) for participating full-service com-
20 munity schools; and

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

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

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

3 “(D) An evaluation of full-service commu-
4 nity schools in the State, as compared to those
5 schools before they became full-service commu-
6 nity schools or as compared to similar schools
7 in the State, including the following data
8 disaggregated by subgroups of students, as de-
9 fined in section 1111(c)(2):

10 “(i) An analysis of the progress on
11 meeting the goals described in paragraph
12 (3)(B).

13 “(ii) Student chronic absenteeism
14 rates.

15 “(iii) Student discipline rates, includ-
16 ing suspensions and expulsions.

17 “(iv) School climate information,
18 which may come from student, parent, or
19 teacher surveys.

20 “(v) School provision of integrated
21 student supports and community services.

22 “(vi) Expanded and enriched learning
23 time and opportunities.

24 “(vii) Family and community engage-
25 ment efforts and impact.

1 “(viii) Information on the number,
2 qualifications, and retention of school staff,
3 including the number and percentage of
4 fully certified teachers, disaggregated by
5 race and ethnicity, and rates of teacher
6 turnover.

7 “(ix) Graduation rates.

8 “(x) Changes in school spending infor-
9 mation.

10 “(xi) Collaborative leadership and
11 practice strategies, which may include—

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

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

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

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

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

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

23 “(IV) organizing school personnel
24 and community partners into working
25 teams focused on specific issues iden-

1 tified in the needs and assets assess-
2 ment.

3 “(g) BUREAU OF INDIAN EDUCATION AND TRIB-
4 ALLY-CONTROLLED FULL-SERVICE COMMUNITY SCHOOLS
5 PROGRAM.—

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

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

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

20 “(2) SPECIAL RULE.—The Secretary, in con-
21 sultation with the Secretary of the Interior and In-
22 dian Tribes, may waive any requirement under this
23 section or prescribe an alternative or substantially
24 similar requirement if the Secretary finds that the
25 waiver or alternative requirement is necessary for

1 the effective delivery and administration of activities
2 under this section.

3 “(h) REPORT TO CONGRESS.—

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

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

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

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

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

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

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

4 “(i) TECHNICAL ASSISTANCE.—

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

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

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

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

17 “(i) Leveraging and coordinating the
18 resources of other Federal, State, Indian
19 Tribe, Tribal organization, Native Hawai-
20 ian organization, and local systems, includ-
21 ing systems that address healthcare or
22 early childhood education and other Fed-
23 eral programs, such as the Promise Neigh-
24 borhoods program under section 4624 and
25 the 21st Century Community Learning

1 Centers program under part B of this title,
2 and assisting the efforts of local edu-
3 cational agencies to secure such funding.

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

16 “(iii) Distributing materials that de-
17 scribe the elements and advantages of full-
18 service community schools, including ref-
19 erences to governmental and nonprofit re-
20 ports.

21 “(iv) Assisting any local educational
22 agency in forming a task force to study the
23 creation and administration of full-service
24 community schools and connecting the
25 local educational agency with other state-

1 wide institutions who might partner with
2 the agency, including institutions of higher
3 education or public health organizations.

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

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

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

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

23 “(vi) Informing States, Indian Tribes,
24 Tribal organizations, Native Hawaiian or-
25 ganizations, elementary and secondary Bu-

1 reau-funded schools (as described in sub-
2 paragraphs (B) and (C) of section 1141(3)
3 of the Education Amendments of 1978),
4 and local educational agencies of the avail-
5 ability of grants under this section, and
6 providing technical assistance to entities in
7 applying for such grants.

8 “(vii) Informing State and local edu-
9 cational agencies of other sources of fund-
10 ing for full-service community schools, in-
11 cluding funding under part A of title I,
12 school improvement grants under section
13 1003, 21st century community learning
14 center grants under part B of this title,
15 and any other Federal grants or sources of
16 funding.

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

21 “(2) TECHNICAL ASSISTANCE CENTER.—

22 “(A) IN GENERAL.—From amounts made
23 available to carry out this subsection, the Sec-
24 retary may establish a technical assistance cen-
25 ter to provide technical assistance to full-service

1 community schools, eligible entities, and States
2 under this section.

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

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

12 (1) in subsection (a)—

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

15 (B) by striking paragraph (1) and insert-
16 ing the following:

17 “(1) PROMISE NEIGHBORHOODS.—The Sec-
18 retary shall use not less than 95 percent of the
19 amounts made available under section 4601(b)(2)(B)
20 to award grants, on a competitive basis and subject
21 to subsection (e), to eligible entities for the imple-
22 mentation of a comprehensive, effective continuum
23 of coordinated services that meets the purpose de-
24 scribed in section 4621(1) by carrying out activities
25 in neighborhoods—

1 “(A) that have—

2 “(i) high concentrations of low-income
3 individuals; and

4 “(ii) multiple signs of distress, which
5 may include high rates of poverty, child-
6 hood obesity, academic challenges, and ju-
7 venile delinquency, adjudication, or incar-
8 ceration; and

9 “(B) that may have schools implementing
10 comprehensive support and improvement activi-
11 ties or targeted support and improvement ac-
12 tivities under section 1111(d).

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

18 (2) in subsection (b)—

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

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

24 (3) in subsection (c)—

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

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

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

10 (4) in subsection (d)—

11 (A) by striking paragraph (2);

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

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

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

21 (6) in subsection (f)—

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

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

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

○