

115TH CONGRESS
2D SESSION

S. _____

To provide grants to communities affected by substance use disorder to enable those communities to plan for and implement full-service community schools.

IN THE SENATE OF THE UNITED STATES

_____ introduced the following bill; which was read twice
and referred to the Committee on _____

A BILL

To provide grants to communities affected by substance use disorder to enable those communities to plan for and implement full-service community schools.

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 Schools in Distressed Communities Act of 2018”.

6 **SEC. 2. FINDINGS.**

7 Congress makes the following findings:

8 (1) More than half of our Nation’s school chil-
9 dren, approximately 25,000,000 students, live in

1 low-income households. This is the highest propor-
2 tion of students living in low-income households in
3 the 60 years since the statistic has been collected.

4 (2) Gaps in education, income, and wealth con-
5 tinue to persist based on race and socioeconomic sta-
6 tus.

7 (3) Data shows the rising national trend of
8 opioid use in middle to high school age youth in
9 rural areas. According to a 2013 study of children
10 aged 12 through 17, non-medical prescription drugs
11 are the second most used type of drug used next to
12 marijuana, with opioids being the most common
13 among those non-medical prescription drugs.

14 (4) Centers for Disease Control and Prevention
15 data shows rural areas have seen a rise in overdose
16 death with rural opioid usage at 17.0 per 100,000
17 people, rising above the urban overdose rate of 16.2
18 per 100,000 people for the first time since this data
19 has been collected.

20 (5) Integrated student supports, expanded
21 learning time and opportunities, family and commu-
22 nity engagement, and collaborative leadership are
23 key practices of community school models (referred
24 to in this section as “community schools”) and re-
25 search shows that those key practices are found in

1 high quality schools that address barriers to learning
2 from outside the school.

3 (6) A Learning Policy Institute report indicates
4 that community schools have the potential for clos-
5 ing racial and economic achievement gaps.

6 (7) Four studies have shown that every dollar
7 invested in a community school yields a return of be-
8 tween 10 and 15 dollars.

9 (8) Community schools that provide integrated
10 student supports, such as counseling, medical and
11 dental services, and transportation are associated
12 with positive and improving student outcomes in
13 areas such as attendance, social and emotional func-
14 tioning, and academic achievement.

15 (9) Community schools that provide well-de-
16 signed expanded learning and opportunities have
17 positive academic and non-academic outcomes, in-
18 cluding improvements in student attendance, behav-
19 ior, and academic achievement at those community
20 schools.

21 (10) Positive student outcomes such as reduced
22 absenteeism, improved academic achievement, and
23 improved student climate are associated with the
24 strong family and community engagement practices
25 of community schools. Research shows that these

1 practices increase trust inside the school community
2 among students, parents, and teachers, which relates
3 to positive student outcomes.

4 (11) Collaborative leadership structures and
5 practice in community schools create conditions that
6 improve student learning and well-being as well as
7 improved relationships inside and outside of the
8 school.

9 **SEC. 3. FULL-SERVICE COMMUNITY SCHOOLS GRANTS FOR**
10 **DISTRESSED COMMUNITIES.**

11 Subpart 2 of part F of title IV of the Elementary
12 and Secondary Education Act of 1965 (20 U.S.C. 7271
13 et seq.) is amended by adding at the end the following:

14 **“SEC. 4626. FULL-SERVICE COMMUNITY SCHOOLS GRANTS**
15 **FOR DISTRESSED COMMUNITIES.**

16 “(a) DEFINITIONS.—In this section:

17 “(1) COLLABORATIVE LEADERSHIP STRUC-
18 TURE.—The term ‘collaborative leadership structure’
19 means an advisory and coordinating leadership
20 structure that—

21 “(A) includes—

22 “(i) not less than 2 representatives
23 from each participating local educational
24 agency, of which not less than 1 shall be
25 an educator;

1 “(ii) not less than 1 representative
2 from each participating, system-level part-
3 ner, which may include government agen-
4 cies, parents, underrepresented groups in
5 the community, key pipeline service pro-
6 viders, and a broad array of other stake-
7 holders supported by the community;

8 “(B) advises the grantee on the use of
9 grant funds under this section;

10 “(C) provides information, input, and rec-
11 ommendations to the grantee to support the
12 full-service community schools, including recom-
13 mending memoranda of understanding between
14 the grantee, representatives of the collaborative
15 leadership structure, and other participants in
16 the initiative to facilitate policy, resource align-
17 ment, and the provision of adequate resources
18 to support the full-service community schools;
19 and

20 “(D) otherwise assists the grantee with im-
21 plementation of the grant under this section.

22 “(2) SCHOOL-SITE ADVISORY TEAM.—The term
23 school-site advisory team means a team that in-
24 cludes not less than 1 representative of each of the
25 following groups:

1 “(A) Teachers.

2 “(B) Specialized instructional support per-
3 sonnel.

4 “(C) Community partners.

5 “(D) School administration, including ad-
6 ministrative staff and other non-instructional
7 staff.

8 “(E) Students.

9 “(F) Parents.

10 “(b) IN GENERAL.—The Secretary shall award
11 grants, on a competitive basis, to eligible entities described
12 in section 4622(1)(B) to enable those eligible entities to
13 plan for, build capacity for, and implement full-service
14 community schools.

15 “(c) APPLICATION.—

16 “(1) IN GENERAL.—An eligible entity described
17 in section 4622(1)(B) that desires a grant under
18 this section shall submit an application to the Sec-
19 retary at such time and in such manner as the Sec-
20 retary may require, including, at a minimum—

21 “(A) a description of the eligible entity;

22 “(B) a description of the capacity of the el-
23 igible entity to coordinate and, in collaboration
24 with its partner entities, facilitate the provision

1 of pipeline services at 2 or more full-service
2 community schools;

3 “(C) a memorandum of understanding,
4 among all partner entities in the eligible entity,
5 that includes a commitment to establishing a
6 collaborative leadership structure that contrib-
7 utes to planning and implementation of a full-
8 service community school program;

9 “(D) the identification of a minimum of 2
10 schools that—

11 “(i) show an interest, voluntarily, in
12 participating in a full-service community
13 school program;

14 “(ii) have a demonstrated need for a
15 full-service community school; and

16 “(iii) have committed to establishing
17 or designating a school site advisory team
18 to support the school’s full-service commu-
19 nity school initiative;

20 “(E) the designation of an individual to
21 serve as the district liaison, who will direct the
22 planning and implementation of the grant
23 under this section, including by coordinating
24 with service providers;

“(F) a description, including relevant data, regarding any substance use disorder problems in the area served by each local educational agency that is part of the eligible entity;

5 “(G) a preliminary list of pipeline services,
6 including existing and additional pipeline serv-
7 ices, to be coordinated and provided by the eli-
8 gible entity and its partner entities; and

9 “(H) an assurance that the eligible entity
10 and its partner entities will focus services on
11 schools eligible for a schoolwide program under
12 section 1114.

13 “(2) PRIORITY.—In awarding grants under this
14 section, the Secretary shall give priority to eligible
15 entities that—

“(A) include a local educational agency
that serves a county in which there has been a
high overdose rate, a high rate of drug-related
deaths, or a high rate of drug-related incarcer-
ation; and

21 “(B) will establish full-service community
22 schools at schools—

“(i) in which not less than 40 percent of students are eligible for free or reduced-price meals under the Richard B. Russell

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

3 “(ii) that operate a schoolwide pro-
4 gram under section 1114.

5 “(3) RESERVATION OF FUNDS.—The Secretary
6 shall reserve 30 percent of the funds appropriated to
7 carry out this section to award grants under this
8 section to eligible entities that are eligible for the
9 Rural Education Achievement Program under sub-
10 part 1 or 2 of part B of title V.

11 “(d) USES OF FUNDS.—

12 “(1) PLANNING.—

13 “(A) IN GENERAL.—An eligible entity re-
14 ceiving a grant under this section shall use
15 grant funds during the first year of the grant
16 (or a shorter period of time if the eligible entity
17 completes the planning report described in
18 paragraph (2) in less than 1 year) to—

19 “(i) convene the community-wide col-
20 laborative leadership structure not later
21 than 60 days after the date of receipt of
22 the grant;

23 “(ii) in collaboration with the collabo-
24 rative leadership structure, identify full-
25 time, school-designated site coordinators

1 for each full-service community school to
2 work with the district liaison on the plan-
3 ning and implementation of the grant
4 under this section, including coordinating
5 with service providers;

6 “(iii) following the administration of a
7 thorough needs and asset assessment at
8 each school site and an analysis of the re-
9 sults, work with site coordinators to iden-
10 tify, and collaborate with, service providers
11 (which may include public, private, and
12 nonprofit agencies or organizations that
13 provide higher education, mental and phys-
14 ical health services, housing assistance,
15 transportation, job training, and social wel-
16 fare services) that have the capacity, and
17 demonstrated effectiveness, to participate
18 in a full-service community school and pro-
19 vide pipeline services for a full-service com-
20 munity school in the relevant area; and

21 “(iv) complete a planning report, as
22 described in paragraph (2), that details the
23 implementation plan before moving for-
24 ward with implementation.

1 “(B) REVISION OF COLLABORATIVE LEAD-
2 ERSHIP STRUCTURE.—An eligible entity may
3 revise the eligible entity’s collaborative leader-
4 ship structure membership, as needed, to reflect
5 the results of each full-service community
6 school’s needs and asset assessment and the eli-
7 gible entity’s subsequent identification of part-
8 ner entities.

9 “(2) PLANNING REPORT.—Not later than 1
10 year after the date on which the grant under this
11 section was awarded, the eligible entity shall submit
12 to the Secretary a planning report, which shall in-
13 clude the following:

14 “(A) A description of the actions taken to
15 coordinate and, in collaboration with its partner
16 entities, facilitate the provision of pipeline serv-
17 ices at 2 or more full-service community
18 schools.

19 “(B) A comprehensive plan that includes
20 descriptions of the following:

21 “(i) The student, family, and school
22 community to be served, including demo-
23 graphic information.

24 “(ii) How the full-service community
25 schools initiative contributes to advancing

1 the strategic school improvement goals and
2 efforts of the local educational agencies
3 that serve the full-service community
4 schools.

5 “(iii) Results of a thorough needs and
6 assets assessment of students, staff, fami-
7 lies, and communities that identifies the
8 academic, physical, nonacademic, physical
9 and mental health, and other needs of stu-
10 dents, families, and community residents.

11 “(iv) Annual measurable performance
12 objectives and outcomes, including an in-
13 crease in the number and percentage of
14 families and students targeted for services
15 each year of the program, in order to en-
16 sure that children are—

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

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

22 “(v) Pipeline services, including exist-
23 ing and additional pipeline services, to be
24 coordinated by the site coordinator and

provided by the eligible entity and its partner entities, including an explanation of—

“(I) why such services have been selected, including references to the needs and assets assessment described in clause (iii);

“(II) how such services will improve student academic achievement;

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

“(IV) how such services will address the annual measurable performance objectives and outcomes described in clause (iv); and

“(V) what services are designed to address the needs for youth transitioning out of high school or disconnected youth aged 16 through 24.

“(vi) Plans to ensure that each full-service community school site has a full-time site coordinator of pipeline services at such school, including a description of the applicable funding sources, plans for professional development for the personnel

1 managing, coordinating, or delivering pipe-
2 line services, plans to establish school-site
3 advisory teams, and plans for joint utiliza-
4 tion of school facilities, which shall include
5 opportunities for collaboration at each
6 school between the site coordinator, mem-
7 bers of the school-site advisory team, fami-
8 lies, and the community to plan, evaluate
9 progress, and re-assess needs.

10 “(vii) Plans for annual evaluation
11 based upon attainment of the performance
12 objectives and outcomes described in clause
13 (iv).

14 “(viii) Plans for sustaining the pro-
15 grams and services described in this sub-
16 section after the grant period, including
17 through the use of eligible Federal funds
18 provided under title I and other funds pro-
19 vided under this title.

20 “(3) IMPLEMENTATION.—After submission of
21 the planning grant under paragraph (2), for the re-
22 mainder of the grant period an eligible entity receiv-
23 ing a grant under this section shall use grant funds
24 to—

1 “(A) in collaboration with partner entities
2 and service providers identified under para-
3 graph (1)(A)(iii), facilitate the provision of
4 pipeline services for not less than 2 full-service
5 community schools in the area served by the eli-
6 gible entity; and

7 “(B) support and enable the liaison de-
8 scribed in paragraph (1)(A)(ii) to lead the col-
9 laborative leadership structure and carry out
10 the activities described in the eligible entity’s
11 grant application and planning report under
12 this section.

13 “(e) DURATION; RENEWAL.—

14 “(1) DURATION.—Grants under this section
15 shall be awarded for a 5-year period.

16 “(2) RENEWAL.—The Secretary may renew a
17 grant under this section for an additional 2-year pe-
18 riod, after considering the eligible entity’s perform-
19 ance on the indicators described in subsection
20 (d)(2)(B)(iv).

21 “(f) GRANT AMOUNTS.—Minimum grants awarded
22 under this section shall be in the amount of \$150,000 for
23 each community school that an eligible entity will develop
24 and support under the grant, for each year of the grant
25 and each year of a renewal grant.

1 “(g) EVALUATIONS BY THE INSTITUTE OF EDU-
2 CATION SCIENCES.—The Secretary, acting through the
3 Director of the Institute of Education Sciences, shall con-
4 duct evaluations of the effectiveness of grants awarded
5 under this section in planning for, building capacity for,
6 and implementing full-service community schools.

7 “(h) EVALUATIONS BY GRANTEEES.—The Secretary
8 shall require each eligible entity receiving a grant under
9 this section to—

10 “(1) conduct annual evaluations of the progress
11 achieved with the grant in planning for, building ca-
12 pacity for, and implementing full-service community
13 schools;

14 “(2) use such evaluations to refine and improve
15 activities carried out through the grant and the an-
16 nual measurable performance objectives and out-
17 comes under subsection (d)(2)(B)(iv); and

18 “(3) make the results of such evaluations pub-
19 licly available, including by providing public notice of
20 such availability.

21 “(i) RULE OF CONSTRUCTION.—Nothing in this sec-
22 tion shall be construed to alter or otherwise affect the
23 rights, remedies, and procedures afforded school or local
24 educational agency employees under Federal, State, or
25 local laws (including applicable regulations or court or-

1 ders) or under the terms of collective bargaining agree-
2 ments, memoranda of understanding, or other agreements
3 between such employees and their employers.

4 “(j) SUPPLEMENT, NOT SUPPLANT.—Funds made
5 available to an eligible entity through a grant under this
6 section for activities described in this section may be used
7 only to supplement, and not supplant, any other Federal,
8 State, or local funds that would otherwise be available to
9 carry out the activities assisted under this section.

10 “(k) AUTHORIZATION OF APPROPRIATIONS.—There
11 are authorized to be appropriated to carry out this section
12 \$45,000,000 for each of fiscal years 2019, 2020, 2021,
13 2022, and 2023.”.