

115TH CONGRESS
2D SESSION

S. 3362

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

AUGUST 22, 2018

Mr. BROWN (for himself and Mr. VAN HOLLEN) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

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
3 since the statistic has been collected.

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

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

17 (4) Integrated student supports, expanded
18 learning time and opportunities, family and commu-
19 nity engagement, and collaborative leadership are
20 key practices of community school models (referred
21 to in this section as “community schools”) and re-
22 search shows that those key practices are found in
23 high quality schools that address barriers to learning
24 from outside the school.

1 (5) A 2017 report indicates that community
2 schools have the potential for closing racial and eco-
3 nomic achievement gaps.

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

10 (7) Community schools that provide well-de-
11 signed expanded learning and opportunities have
12 positive academic and nonacademic outcomes, in-
13 cluding improvements in student attendance, behav-
14 ior, and academic achievement at those community
15 schools.

16 (8) Positive student outcomes such as reduced
17 absenteeism, improved academic achievement, and
18 improved student climate are associated with the
19 strong family and community engagement practices
20 of community schools. Research shows that these
21 practices increase trust inside the school community
22 among students, parents, and teachers, which relates
23 to positive student outcomes.

24 (9) Collaborative leadership structures and
25 practice in community schools create conditions that

1 improve student learning and well-being as well as
 2 improved relationships inside and outside of the
 3 school.

4 **SEC. 3. FULL-SERVICE COMMUNITY SCHOOLS GRANTS FOR**
 5 **DISTRESSED COMMUNITIES.**

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

9 **“SEC. 4626. FULL-SERVICE COMMUNITY SCHOOLS GRANTS**
 10 **FOR DISTRESSED COMMUNITIES.**

11 “(a) DEFINITIONS.—In this section:

12 “(1) COLLABORATIVE LEADERSHIP STRUC-
 13 TURE.—The term ‘collaborative leadership structure’
 14 means an advisory and coordinating leadership
 15 structure that—

16 “(A) includes—

17 “(i) not less than 2 representatives
 18 from each participating local educational
 19 agency, of which not less than one shall be
 20 an educator; and

21 “(ii) not less than 1 representative
 22 from each participating, system-level part-
 23 ner, which may include government agen-
 24 cies, parents, underrepresented groups in
 25 the community, key pipeline service pro-

1 viders, and a broad array of other stake-
2 holders supported by the community;

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

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

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

17 “(2) SCHOOL-SITE ADVISORY TEAM.—The term
18 ‘school-site advisory team’ means a team that in-
19 cludes not less than 1 representative of each of the
20 following groups:

21 “(A) Teachers.

22 “(B) Specialized instructional support per-
23 sonnel.

24 “(C) Community partners.

1 “(D) School administration, including ad-
2 ministrative staff and other non-instructional
3 staff.

4 “(E) Students.

5 “(F) Parents.

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

11 “(c) APPLICATION.—

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

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

18 “(B) a description of the capacity of the el-
19 igible entity to coordinate and, in collaboration
20 with its partner entities, facilitate the provision
21 of pipeline services at two or more full-service
22 community schools;

23 “(C) a memorandum of understanding,
24 among all partner entities in the eligible entity,
25 that includes a commitment to establishing a

1 collaborative leadership structure that contrib-
2 utes to planning and implementation of a full-
3 service community school program;

4 “(D) the identification of a minimum of 2
5 schools that—

6 “(i) show an interest, voluntarily, in
7 participating in a full-service community
8 school program;

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

11 “(iii) have committed to establishing
12 or designating a school site advisory team
13 to support the school’s full-service commu-
14 nity school initiative;

15 “(E) the designation of an individual to
16 serve as the district liaison, who will direct the
17 planning and implementation of the grant
18 under this section, including by coordinating
19 with service providers;

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

24 “(G) a preliminary list of pipeline services,
25 including existing and additional pipeline serv-

1 ices, to be coordinated and provided by the eli-
2 gible entity and its partner entities; and

3 “(H) an assurance that the eligible entity
4 and its partner entities will focus services on
5 schools eligible for a schoolwide program under
6 section 1114.

7 “(2) PRIORITY.—In awarding grants under this
8 section, the Secretary shall give priority to eligible
9 entities that—

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

15 “(B) will establish full-service community
16 schools at schools—

17 “(i) in which not less than 40 percent
18 of students are eligible for free or reduced-
19 price meals under the Richard B. Russell
20 National School Lunch Act (42 U.S.C.
21 1751 et seq.); and

22 “(ii) that operate a schoolwide pro-
23 gram under section 1114.

24 “(3) RESERVATION OF FUNDS.—The Secretary
25 shall reserve 30 percent of the funds appropriated to

1 carry out this section to award grants under this
2 section to eligible entities that are eligible for the
3 Rural Education Achievement Program under sub-
4 part 1 or 2 of part B of title V.

5 “(d) USES OF FUNDS.—

6 “(1) PLANNING.—

7 “(A) IN GENERAL.—An eligible entity re-
8 ceiving a grant under this section shall use
9 grant funds during the first year of the grant
10 (or a shorter period of time if the eligible entity
11 completes the planning report described in
12 paragraph (2) in less than 1 year) to—

13 “(i) convene the community-wide col-
14 laborative leadership structure not later
15 than 60 days after the date of receipt of
16 the grant;

17 “(ii) in collaboration with the collabo-
18 rative leadership structure, identify full-
19 time, school-designated site coordinators
20 for each full-service community school to
21 work with the district liaison on the plan-
22 ning and implementation of the grant
23 under this section, including coordinating
24 with service providers;

1 “(iii) following the administration of a
2 thorough needs and asset assessment at
3 each school site and an analysis of the re-
4 sults, work with site coordinators to iden-
5 tify, and collaborate with, service providers
6 (which may include public, private, and
7 nonprofit agencies or organizations that
8 provide higher education, educational en-
9 richment, substance abuse prevention and
10 education, mental and physical health serv-
11 ices, housing assistance, transportation,
12 job training, and social welfare services)
13 that have the capacity, and demonstrated
14 effectiveness, to participate in a full-service
15 community school and provide pipeline
16 services for a full-service community school
17 in the relevant area; and

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

22 “(B) REVISION OF COLLABORATIVE LEAD-
23 ERSHIP STRUCTURE.—An eligible entity may
24 revise the eligible entity’s collaborative leader-
25 ship structure membership, as needed, to reflect

1 the results of each full-service community
2 school's needs and asset assessment and the eli-
3 gible entity's subsequent identification of part-
4 ner entities.

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

10 “(A) A description of the actions taken to
11 coordinate and, in collaboration with its partner
12 entities, facilitate the provision of pipeline serv-
13 ices at two or more full-service community
14 schools.

15 “(B) A comprehensive plan that includes
16 descriptions of the following:

17 “(i) The student, family, and school
18 community to be served, including demo-
19 graphic information.

20 “(ii) How the full-service community
21 schools initiative contributes to advancing
22 the strategic school improvement goals and
23 efforts of the local educational agencies
24 that serve the full-service community
25 schools.

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

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

13 “(I) meeting the challenging
14 State academic standards established
15 under section 1111(b); and

16 “(II) safe, healthy, and sup-
17 ported by engaged families.

18 “(v) Pipeline services, including exist-
19 ing and additional pipeline services, to be
20 coordinated by the site coordinator and
21 provided by the eligible entity and its part-
22 ner entities, including an explanation of—

23 “(I) why such services have been
24 selected, including references to the

1 needs and assets assessment described
2 in clause (iii);

3 “(II) how such services will im-
4 prove student academic achievement;

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

8 “(IV) how such services will ad-
9 dress the annual measurable perform-
10 ance objectives and outcomes de-
11 scribed in clause (iv); and

12 “(V) what services are designed
13 to address the needs for youth
14 transitioning out of high school or dis-
15 connected youth aged 16 through 24.

16 “(vi) Plans to ensure that each full-
17 service community school site has a full-
18 time site coordinator of pipeline services at
19 such school, including a description of the
20 applicable funding sources, plans for pro-
21 fessional development for the personnel
22 managing, coordinating, or delivering pipe-
23 line services, plans to establish school-site
24 advisory teams, and plans for joint utiliza-
25 tion of school facilities, which shall include

1 opportunities for collaboration at each
2 school between the site coordinator, mem-
3 bers of the school-site advisory team, fami-
4 lies, and the community to plan, evaluate
5 progress, and re-assess needs.

6 “(vii) Plans for annual evaluation
7 based upon attainment of the performance
8 objectives and outcomes described in clause
9 (iv).

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

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

21 “(A) in collaboration with partner entities
22 and service providers identified under para-
23 graph (1)(A)(iii), facilitate the provision of
24 pipeline services for not less than 2 full-service

1 community schools in the area served by the eli-
2 gible entity; and

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

9 “(e) DURATION; RENEWAL.—

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

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

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

22 “(g) EVALUATIONS BY THE INSTITUTE OF EDU-
23 CATION SCIENCES.—The Secretary, acting through the
24 Director of the Institute of Education Sciences, shall con-
25 duct evaluations of the effectiveness of grants awarded

1 under this section in planning for, building capacity for,
2 and implementing full-service community schools.

3 “(h) EVALUATIONS BY GRANTEES.—The Secretary
4 shall require each eligible entity receiving a grant under
5 this section to—

6 “(1) conduct annual evaluations of the progress
7 achieved with the grant in planning for, building ca-
8 pacity for, and implementing full-service community
9 schools;

10 “(2) use such evaluations to refine and improve
11 activities carried out through the grant and the an-
12 nual measurable performance objectives and out-
13 comes under subsection (d)(2)(B)(iv); and

14 “(3) make the results of such evaluations pub-
15 licly available, including by providing public notice of
16 such availability.

17 “(i) RULE OF CONSTRUCTION.—Nothing in this sec-
18 tion shall be construed to alter or otherwise affect the
19 rights, remedies, and procedures afforded school or local
20 educational agency employees under Federal, State, or
21 local laws (including applicable regulations or court or-
22 ders) or under the terms of collective bargaining agree-
23 ments, memoranda of understanding, or other agreements
24 between such employees and their employers.

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

7 “(k) AUTHORIZATION OF APPROPRIATIONS.—There
8 are authorized to be appropriated to carry out this section
9 \$45,000,000 for each of fiscal years 2019, 2020, 2021,
10 2022, and 2023.”.

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