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(Original Signature of Member)

119TH CONGRESS
2D SESSION

H. R. _____

To amend the Elementary and Secondary Education Act of 1965 to increase support for elementary and secondary education, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

Ms. BONAMICI introduced the following bill; which was referred to the Committee on _____

A BILL

To amend the Elementary and Secondary Education Act of 1965 to increase support for elementary and secondary education, 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; TABLE OF CONTENTS.**

4 (a) SHORT TITLE.—This Act may be cited as the
5 “Transforming Education for the Future Act”.

6 (b) TABLE OF CONTENTS.—The table of contents for
7 this Act is as follows:

Sec. 1. Short title; table of contents.
Sec. 2. Definitions.

Sec. 3. Purposes.

TITLE I—SUPPORT FOR ALL SCHOOLS TO PROVIDE A WELL-
ROUNDED EDUCATION

Sec. 10001. Authorization of appropriations.

PART A—INNOVATIVE TEACHING AND LEARNING

SUBPART 1—PROJECT-BASED LEARNING GRANTS

Sec. 10111. Definitions.

Sec. 10112. Grants for project-based learning.

SUBPART 2—ARTS EDUCATION FOR ALL

Sec. 10121. Early childhood education programs.

Sec. 10122. State and local plans.

Sec. 10123. Report cards.

Sec. 10124. School improvement.

Sec. 10125. Arts for neglected and delinquent children and youth.

Sec. 10126. Subgrants to local educational agencies.

Sec. 10127. 21st century community learning centers.

Sec. 10128. Amendments to the Juvenile Justice and Delinquency Prevention
Act of 1974.

Sec. 10129. Amendments to adult and juvenile offender demonstration projects.

Sec. 10130. Arts research.

Sec. 10131. Arts statistical data.

SUBPART 3—BLACK HISTORY IS AMERICAN HISTORY

Sec. 10141. Black History is American History.

SUBPART 4—TEACHING ASIAN AMERICAN, NATIVE HAWAIIAN, AND PACIFIC
ISLANDER HISTORY

Sec. 10151. Teaching Asian American, Native Hawaiian, and Pacific Islander
History.

SUBPART 5—TEACHING HISPANIC AND LATINO AND AMERICAN INDIAN
HISTORY

Sec. 10161. Teaching Hispanic and Latino and American Indian History.

SUBPART 6—HOLOCAUST EDUCATION AND ANTISEMITISM LESSONS

Sec. 10171. Study and report on holocaust education.

SUBPART 7—FULL-SERVICE COMMUNITY SCHOOLS EXPANSION

Sec. 10181. Community support for school success.

SUBPART 8—READING EXCELLENCE AND ACHIEVEMENT FOR DEVELOPMENT

Sec. 10191. Definitions.

Sec. 10192. Reauthorization of the comprehensive literacy State development
grants program.

Sec. 10193. General provisions.

Sec. 10194. Research and development.

Sec. 10195. NAEP reporting.

PART B—HIGH-QUALITY ASSESSMENTS AND ACCOUNTABILITY

SUBPART 1—PROMOTING INNOVATIVE AND HOLISTIC ASSESSMENT MODELS

- Sec. 10211. Authorization of appropriations.
- Sec. 10212. Holistic assessment in the national assessment of educational progress.
- Sec. 10213. Establishing a taskforce to evaluate testing practices and to promote quality teaching.
- Sec. 10214. Prohibition on use of ESEA funds for certain purposes.
- Sec. 10215. Expansion of the innovative assessment demonstration authority.
- Sec. 10216. Professional development on innovative, high-quality testing models.

SUBPART 2— STATE ACCOUNTABILITY SYSTEM REFORM

- Sec. 10221. Minimum number of students.
- Sec. 10222. Accountability indicators.
- Sec. 10223. Support for schools identified for support and improvement.

TITLE II—SUPPORT FOR SCHOOL CLIMATE AND SAFETY

Subtitle A—Civil Rights

- Sec. 21001. Authorization of appropriations.
- Sec. 21002. Agency guidance on preventing discrimination and bias.
- Sec. 21003. Desegregating schools.

Subtitle B—Educator and Staff Support

PART 1—PROFESSIONAL DEVELOPMENT

- Sec. 22101. Professional development.

PART 2—AMERICAN TEACHERS

- Sec. 22201. Grants to support State efforts to increase teacher salaries.
- Sec. 22202. Grants for adjustment of teacher salaries.
- Sec. 22203. Enhanced awareness of the value of teaching profession.
- Sec. 22204. Rule of construction.
- Sec. 22205. Definitions.
- Sec. 22206. Authorization of appropriations.

PART 3—PREPARING AND RETAINING ALL PARAEDUCATORS

- Sec. 22301. Grants to support efforts to recruit and retain paraprofessionals in schools.

PART 4—SUPPORTING THE MENTAL HEALTH OF EDUCATORS AND STAFF

- Sec. 22401. Dissemination of best practices.
- Sec. 22402. Education and awareness initiative encouraging use of mental health and substance use disorder services.
- Sec. 22403. Programs to promote mental health among the education workforce.
- Sec. 22404. Review with respect to education workforce mental health and resiliency.
- Sec. 22405. GAO report.

Subtitle C—School Climate and Safety

PART 1—FENTANYL AWARENESS FOR CHILDREN AND TEENS IN SCHOOLS

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SUBPART B—PARTNERSHIP GRANTS FOR LOCAL AND STATE EDUCATIONAL AGENCIES

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SUBPART D—AMENDMENTS TO THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

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Sec. 23142. Amendments to local educational agency plans.

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SUBPART E—AMENDMENTS TO DEPARTMENT OF EDUCATION DATA COLLECTION

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Sec. 23161. Naloxone in school-based health centers.

Sec. 23162. Amendments to the Monitoring the Future survey.

Sec. 23163. Youth Risk Behavior Survey.

Sec. 23164. Evaluation of the effectiveness and reach of the State Unintentional Drug Overdose Reporting System.

PART 2—PROTECTING OUR STUDENTS IN SCHOOLS

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Sec. 23212. Definitions.

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Sec. 23231. State plan and enforcement.

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- Sec. 23301. Definitions.

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- Sec. 23311. Prohibition; additional requirements.

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- Sec. 23321. Definitions.
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- Sec. 23331. National assessment.
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PART 4—SAFE SCHOOLS IMPROVEMENT

- Sec. 23401. Safe Schools improvement.

PART 5—SCHOOL VIOLENCE PREVENTION

- Sec. 23501. Comprehensive school-based violence prevention program.

PART 6—EXPANDING ACCESS TO MENTAL HEALTH SERVICES IN SCHOOLS

- Sec. 23601. Definitions.
- Sec. 23602. School-based mental health services grant program.
- Sec. 23603. Rule.

PART 7—RIGHT TO READ

- Sec. 23701. Definitions.
- Sec. 23702. Amendments to title I.
- Sec. 23703. Amendments to title II.
- Sec. 23704. Amendments to title IV.
- Sec. 23705. Data collection and reporting on school libraries.
- Sec. 23706. Liability protections related to the right to read.
- Sec. 23707. Protecting constitutional rights in school libraries.

Subtitle D—Education Research and Development

PART 1—NEW ESSENTIAL EDUCATION DISCOVERIES

- Sec. 24101. National Center for Advanced Development in Education.
- Sec. 24102. Improving statewide longitudinal data systems.

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- Sec. 24201. Establishment of National Education Technology Clearinghouse.
- Sec. 24202. Education technology guidance.

TITLE III—SUPPORT FOR ADDRESSING SOCIOECONOMIC
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- Sec. 30001. Authorization of appropriations for part A of title I of ESEA.

PART 1—PROTECTING PUBLIC EDUCATION

SUBPART A—PROTECTING PUBLIC SCHOOLS

- Sec. 30111. Keep public funds in public schools.
- Sec. 30112. District of Columbia school voucher program repealed.
- Sec. 30113. Prohibition on transfer of administration or funds.
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SUBPART B—CHAMPIONING HONEST AND RESPONSIBLE TRANSPARENCY IN
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- Sec. 30121. ESEA definition of charter school.
- Sec. 30122. IDEA definition of charter school.
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- Sec. 30201. Universal preschool.

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- Sec. 30311. Effective date.
- Sec. 30312. Free school breakfast program.
- Sec. 30313. Apportionment to States.
- Sec. 30314. Nutritional and other program requirements.
- Sec. 30315. Special assistance program.
- Sec. 30316. Price for a paid lunch.
- Sec. 30317. Summer food service program for children.
- Sec. 30318. Summer Electronic Benefits Transfer for Children Program.
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- Sec. 30320. Meals and supplements for children in afterschool care.
- Sec. 30321. Pilot projects.
- Sec. 30322. Fresh fruit and vegetable program.
- Sec. 30323. Training, technical assistance, and Food Service Management Institute.
- Sec. 30324. Reimbursement of school meal delinquent debt program.
- Sec. 30325. Conforming amendments.

Sec. 30326. Measure of poverty.
Sec. 30327. Supplemental nutrition assistance program.
Sec. 30328. Higher Education Act of 1965.
Sec. 30329. Elementary and Secondary Education Act of 1965.
Sec. 30330. America COMPETES Act.
Sec. 30331. Workforce Innovation and Opportunity Act.
Sec. 30332. National Science Foundation Authorization Act of 2002.
Sec. 30333. Child care and development block grant.
Sec. 30334. Children’s Health Act of 2000.
Sec. 30335. Juvenile justice and delinquency prevention.

SUBPART B—MITIGATING ELECTRONIC ACCESS LOSSES FOR STUDENTS

Sec. 30341. Summer EBT fraud prevention.

1 **SEC. 2. DEFINITIONS.**

2 In this Act:

3 (1) ESEA TERMS.—

4 (A) The terms “child with a disability”,
5 “Department”, “early childhood education pro-
6 gram”, “educational service agency”, “elemen-
7 tary school”, “English learner”, “evidence-
8 based”, “local educational agency”, “other
9 staff”, “outlying area”, “parent”, “professional
10 development”, “school leader”, “secondary
11 school”, “specialized instructional support per-
12 sonnel”, and “State educational agency” have
13 the meanings given the terms in section 8101
14 of the Elementary and Secondary Education
15 Act of 1965 (20 U.S.C. 7801).

16 (B) The term “innovative assessment sys-
17 tem” has the meaning given such term in sec-
18 tion 1204(a) of the Elementary and Secondary
19 Education Act of 1965 (20 U.S.C. 6364(a)).

1 (C) The term “magnet school” has the
2 meaning given such term in section 4402 of the
3 Elementary and Secondary Education Act of
4 1965 (20 U.S.C. 7231a).

5 (D) The term “school-based mental health
6 services provider” has the meaning given such
7 term in section 4102 of the Elementary and
8 Secondary Education Act of 1965 (20 U.S.C.
9 7112).

10 (2) PARAPROFESSIONAL.—The term “para-
11 professional” has the meaning given such term in
12 section 8101 of the Elementary and Secondary Edu-
13 cation Act of 1965 (20 U.S.C. 7801), unless other-
14 wise specified.

15 (3) SECRETARY.—The term “Secretary” has
16 the meaning given such term in section 8101 of the
17 Elementary and Secondary Education Act of 1965
18 (20 U.S.C. 7801), unless otherwise specified.

19 (4) STATE.—The term “State” has the mean-
20 ing given such term in section 8101 of the Elemen-
21 tary and Secondary Education Act of 1965 (20
22 U.S.C. 7801), unless otherwise specified.

23 **SEC. 3. PURPOSES.**

24 The purposes of this Act are to:

1 (1) Fully fund the Individuals with Disabilities
2 Education Act (20 U.S.C. 1400 et seq.).

3 (2) Support States in providing all students
4 with a well-rounded education, including instruction
5 in the arts, humanities, and social sciences.

6 (3) Reduce State and Federal reliance on
7 standardized test scores as an indicator of student
8 ability and school quality.

9 (4) Promote innovative, holistic, and high-quality
10 assessment models that more fully capture stu-
11 dent knowledge, skills, and competencies.

12 (5) Prevent discrimination and bias in K–12
13 schools and uphold the civil rights of students, staff,
14 and educators.

15 (6) Rebuild, repair, and restore K–12 public
16 school infrastructure.

17 (7) Strengthen the educator pipeline and pro-
18 vide educators and staff with the resources they
19 need to succeed in and out of the classroom.

20 (8) Promote high-quality education research
21 and development and uplift evidence-based practices
22 for student success and wellbeing.

23 (9) Provide K–12 public schools with the
24 amount of funding necessary to equip all students

1 with the opportunity to achieve challenging academic
2 standards and succeed in college and career.

3 (10) Provide all young children with access to
4 a free, high-quality preschool education.

5 (11) Provide all students with free and healthy
6 school meals.

7 (12) Strengthen and protect public education as
8 a vital community-based institution.

9 **TITLE I—SUPPORT FOR ALL**
10 **SCHOOLS TO PROVIDE A**
11 **WELL-ROUNDED EDUCATION**

12 **SEC. 10001. AUTHORIZATION OF APPROPRIATIONS.**

13 (a) ASSISTANCE FOR EDUCATION OF ALL CHILDREN
14 WITH DISABILITIES.—Section 611(i) of the Individuals
15 with Disabilities Education Act (20 U.S.C. 1411(i)) is
16 amended to read as follows:

17 “(i) AUTHORIZATION OF APPROPRIATIONS.—For the
18 purpose of carrying out this part, other than section 619,
19 there are authorized to be appropriated—

20 “(1) 15 percent of the amount determined
21 under paragraph (2) for fiscal year 2027;

22 “(2) 17.5 percent of the amount determined
23 under paragraph (2) for fiscal year 2028;

24 “(3) 22.5 percent of the amount determined
25 under paragraph (2) for fiscal year 2029;

1 “(4) 27.5 percent of the amount determined
2 under paragraph (2) for fiscal year 2030;

3 “(5) 32.5 percent of the amount determined
4 under paragraph (2) for fiscal year 2031;

5 “(6) 37.5 percent of the amount determined
6 under paragraph (2) for fiscal year 2032; and

7 “(7) 40 percent of the amount determined
8 under paragraph (2) for fiscal year 2033 and each
9 subsequent fiscal year.”.

10 (b) PART A OF TITLE IV.—Section 4112(a) of the
11 Elementary and Secondary Education Act of 1965 (20
12 U.S.C. 7122(a)) is amended by striking “\$1,650,000,000
13 for fiscal year 2017 and \$1,600,000,000 for each of fiscal
14 years 2018 through 2020” and inserting “\$2,000,000,000
15 for each of fiscal years 2027 through 2031”.

16 (c) PART B OF TITLE IV.—Section 4206 of the Ele-
17 mentary and Secondary Education Act of 1965 (20 U.S.C.
18 7176) is amended by striking “\$1,000,000,000 for” and
19 all that follows through “2020” and inserting
20 “\$1,500,000,000” for each of fiscal years 2027 through
21 2031.

22 (d) PART C OF TITLE IV.—Section 4311 of the Ele-
23 mentary and Secondary Education Act of 1965 (20 U.S.C.
24 7221j) is amended by striking paragraphs (1) through (4)

1 and inserting “\$250,000,000 for each of fiscal years 2027
2 through 2031.”

3 (e) PART D OF TITLE IV.—Section 4409(a) of the
4 Elementary and Secondary Education Act of 1965 (20
5 U.S.C. 7231j(a)) is amended to read as follows:

6 “(a) AUTHORIZATION.—There are authorized to be
7 appropriated to carry out this part \$280,000,000 for each
8 of fiscal years 2027 through 2031.”.

9 (f) PART E OF TITLE IV.—Section 4506 of the Ele-
10 mentary and Secondary Education Act of 1965 (20 U.S.C.
11 7246) is amended by striking “\$10,000,000 for each of
12 fiscal years 2017 through 2020.” and inserting
13 “\$55,000,000 for each of fiscal years 2027 through
14 2031”.

15 (g) PART F OF TITLE IV.—Section 4601(a) of the
16 Elementary and Secondary Education Act of 1965 (20
17 U.S.C. 7251(a)) is amended to read as follows:

18 “(a) AUTHORIZATION OF APPROPRIATIONS.—There
19 are authorized to be appropriated to carry out this part
20 \$1,000,000,000 for each of fiscal years 2027 through
21 2031.”.

22 (h) CARL D. PERKINS CAREER AND TECHNICAL
23 EDUCATION ACT.—Section 9 of the Carl D. Perkins Ca-
24 reer and Technical Education Act of 2006 (20 U.S.C.
25 2307) is amended by striking “117)—” and all that fol-

1 lows and inserting “(117) \$4,200,000,000 for each of fiscal
2 years 2027 through 2031.”

3 **PART A—INNOVATIVE TEACHING AND LEARNING**

4 **Subpart 1—Project-Based Learning Grants**

5 **SEC. 10111. DEFINITIONS.**

6 In this subpart:

7 (1) AGE OR DEVELOPMENTALLY APPRO-
8 PRIATE.—The term “age or developmentally appro-
9 priate” has the meaning given such term in section
10 475(11)(A) of the Social Security Act (42 U.S.C.
11 675(11)(A)).

12 (2) ELIGIBLE PARTNERSHIP.—The term “eligi-
13 ble partnership” means a partnership that in-
14 cludes—

15 (A) a local educational agency;

16 (B) a nonprofit organization that has dem-
17 onstrated effectiveness, expertise, and experi-
18 ence in the field of project-based learning, in-
19 cluding the professional development of teach-
20 ers, as determined by the Secretary;

21 (C) a public elementary school or sec-
22 ondary school, public charter school, or magnet
23 school served by the local educational agency
24 described in subparagraph (A), or a consortium
25 of such schools; and

1 (D) at least 1 of the following entities:

2 (i) A teacher preparation program at
3 an institution of higher education.

4 (ii) A State educational agency.

5 (iii) An academic department of an in-
6 stitution of higher education.

7 (iv) A local educational agency (other
8 than a local educational agency described
9 in subparagraph (A)).

10 (v) A Federal, State, regional, or local
11 environmental or natural resource manage-
12 ment agency or parks and recreation de-
13 partment that has demonstrated effective-
14 ness, expertise, and experience in the field
15 of project-based learning, including with
16 respect to professional development of
17 teachers, as determined by the Secretary.

18 (vi) A museum, civics education orga-
19 nization, or arts education organization
20 that has demonstrated effectiveness, exper-
21 tise, and experience in the field of project-
22 based learning, including with respect to
23 professional development of teachers, as
24 determined by the Secretary.

1 (3) HIGH-NEED LOCAL EDUCATIONAL AGEN-
2 CY.—The term “high-need local educational agency”
3 has the meaning given such term in section 200 of
4 the Higher Education Act of 1965 (20 U.S.C.
5 1021).

6 (4) INSTITUTION OF HIGHER EDUCATION.—The
7 term “institution of higher education” has the
8 meaning given such term in section 101 of the High-
9 er Education Act of 1965 (20 U.S.C. 1001).

10 (5) MINORITY SERVING INSTITUTION.—The
11 term “minority serving institution” means an insti-
12 tution of higher education described in section
13 371(a) of the Higher Education Act of 1965 (20
14 U.S.C. 1067q).

15 (6) PROJECT-BASED LEARNING.—The term
16 “project-based learning” means any instructional ap-
17 proach that—

18 (A) engages students in meaningful, real-
19 world challenges;

20 (B) requires critical thinking, collabora-
21 tion, and problem-solving; and

22 (C) actively applies academic content to in-
23 vestigate complex questions, develop solutions,
24 and communicate learning in authentic ways
25 with an audience outside of the classroom.

1 **SEC. 10112. GRANTS FOR PROJECT-BASED LEARNING.**

2 (a) GRANTS AUTHORIZED.—

3 (1) IN GENERAL.—The Secretary of Education
4 shall award, on a competitive basis, grants to eligible
5 partnerships to carry out project-based learning pro-
6 grams in courses related to English, reading or lan-
7 guage arts, writing, science, technology, engineering,
8 mathematics foreign languages, civics and govern-
9 ment, economics, arts, history, geography, computer
10 science, music, career and technical education,
11 health, or physical education.

12 (2) GRANT PERIOD.—A grant awarded under
13 this section shall be for a period of 5 years.

14 (3) GRANT AMOUNT.—Subject to the avail-
15 ability of appropriations, a grant awarded under this
16 section shall be in an amount that is not more than
17 \$2,000,000.

18 (4) RESERVATIONS.—From the total amount
19 made available pursuant to subsection (g) to carry
20 out this section for a fiscal year, the Secretary shall
21 reserve not more than—

22 (A) 1 percent to provide technical assist-
23 ance to, and support the capacity building of,
24 the eligible partnerships receiving a grant under
25 this section; and

1 (B) 1 percent to complete required report-
2 ing under subsection (f).

3 (b) APPLICATION.—

4 (1) IN GENERAL.—An eligible partnership shall
5 submit an application to the Secretary at such time,
6 in such manner, and containing such information as
7 the Secretary may require, including the program
8 proposal described in paragraph (2).

9 (2) PROGRAM PROPOSAL.—The program pro-
10 posal required under paragraph (1) shall include a
11 plan to develop and integrate project-based learning
12 programs and activities in elementary schools and
13 secondary schools, which shall include a description
14 of how the eligible partnership will—

15 (A) provide teachers who work for an enti-
16 ty that is a member of the eligible partnership
17 with the opportunity to participate in a project-
18 based learning program and collaborate with
19 other teachers, content experts, school leaders,
20 colleagues, or other pertinent personnel;

21 (B) develop lesson plans and learning
22 projects that incorporate project-based learning
23 and are aligned to challenging State academic
24 standards;

1 (C) compensate each teacher who partici-
2 pates in professional development programs for
3 project-based learning outside of the regular
4 workday at a rate that is proportional to the
5 amount earned by such teacher for a regular
6 workday;

7 (D) work with teachers described in sub-
8 paragraph (A) who participate in a project-
9 based learning program to develop and imple-
10 ment the use of evidence-, research-, or prac-
11 tice-based rubrics to assess student learning;

12 (E) spend grant funds awarded under this
13 section, including whether, and how, other Fed-
14 eral, State, Tribal, or local funding sources may
15 be used to supplement such grant funds in
16 order to carry out the activities described in
17 subparagraphs (A) through (C);

18 (F) ensure that project-based learning pro-
19 grams are accessible for students with disabil-
20 ities and English learners, such as by incor-
21 porating the principles of universal design for
22 learning; and

23 (G) after the conclusion of the grant pe-
24 riod described in subsection (a)(2), continue to
25 promote and use the lesson plans and learning

1 activities developed for the project-based learn-
2 ing program.

3 (c) PRIORITY.—In awarding grants under this sec-
4 tion, the Secretary shall give priority to eligible partner-
5 ships in accordance with the number of the following cri-
6 teria met by such partnership:

7 (1) Eligible partnerships that include—

8 (A) a high-need local educational agency or
9 consortium of high-need local educational agen-
10 cies (especially in rural areas); or

11 (B) Indian Tribes, Tribal educational de-
12 partments or agencies, Tribal educational orga-
13 nizations, or community-based organizations
14 that support professional development programs
15 for underrepresented populations, as deter-
16 mined by the Secretary.

17 (2) Eligible partnerships that include local edu-
18 cational agencies that serve schools with teacher
19 shortages in high-need subject areas.

20 (3) Eligible partnerships that include local edu-
21 cational agencies or educational service agencies that
22 demonstrate in the program proposal under sub-
23 section (b)(2) a plan to recruit, retain, and train
24 teachers who are individuals from underrepresented

1 populations in the teaching profession, including
2 such teachers who—

3 (A) are Black, Hispanic, Asian American,
4 American Indian or Alaska Native, Pacific Is-
5 lander, or of 2 or more races; or

6 (B) have a disability.

7 (4) Eligible partnerships that include an entity
8 that has demonstrated success in supporting profes-
9 sional development and advancing teacher diversity,
10 as determined by the Secretary, such as a minority
11 serving institution.

12 (5) Eligible partnerships that include a public
13 local educational agency.

14 (d) USE OF FUNDS.—

15 (1) IN GENERAL.—An eligible partnership that
16 receives a grant under this section—

17 (A) shall use such grant funds to imple-
18 ment the program proposal under subsection
19 (b)(2); and

20 (B) may use such grant funds to sup-
21 port—

22 (i) collaboration between program par-
23 ticipants, such as meetings between teach-
24 ers who work at the same elementary
25 school or secondary school in different sub-

1 ject areas for the development or design of
2 project-based learning materials;

3 (ii) the development and implementa-
4 tion of instructional materials for project-
5 based learning, including classroom tools
6 and equipment and assessment-related ma-
7 terials;

8 (iii) the compensation of teachers and
9 other educators who gain additional re-
10 sponsibilities through participation in a
11 project-based learning program; and

12 (iv) any other activity determined to
13 be necessary by the eligible partnership for
14 the implementation of a project-based
15 learning program.

16 (2) ADMINISTRATIVE EXPENSES.—An eligible
17 partnership awarded a grant under this section shall
18 use not more than 5 percent of such grant funds for
19 administrative expenses.

20 (3) SUPPLEMENT NOT SUPPLANT.—Funds
21 made available under this section shall be used to
22 supplement, and not supplant, other Federal, State,
23 or local funds used to implement or support project-
24 based learning.

1 (e) REGULATIONS.—The Secretary shall prescribe
2 such regulations as may be necessary to carry out this
3 section, including with respect to the evidence-, research-
4 , and practice-based rubrics described in subsection
5 (b)(2)(D).

6 (f) REPORTS AND EVALUATION.—

7 (1) REPORTS TO SECRETARY.—Not later than
8 1 year after receiving a grant under this section, and
9 annually thereafter for the duration of the grant pe-
10 riod described in subsection (a)(2), an eligible part-
11 nership shall submit to the Secretary any informa-
12 tion that is necessary for the Secretary to carry out
13 the evaluation described in paragraph (2).

14 (2) EVALUATION.—Using the information sub-
15 mitted under paragraph (1), the Secretary, acting
16 through the Director of the Institute of Education
17 Sciences, shall carry out an independent evaluation
18 measuring the effectiveness of the activities carried
19 out pursuant to grants awarded under this section,
20 including the following:

21 (A) Information about whether entities
22 that are members of eligible partnerships that
23 received a grant under this section experienced
24 greater student engagement and increased

1 learning than entities that did not receive a
2 grant under this section.

3 (B) The following information,
4 disaggregated by race, ethnicity, and gender:

5 (i) Student scores on State assess-
6 ments for reading or language arts, mathe-
7 matics, social studies, and science.

8 (ii) Rates of graduation, student ab-
9 senteeism, and teacher turnover.

10 (iii) Anonymous teacher and student
11 surveys about academic engagement during
12 project-based learning lessons.

13 (iv) Survey responses from first and
14 second year teachers who received profes-
15 sional development during development of
16 lessons and projects related to project-
17 based learning.

18 (v) Data on how activities carried out
19 pursuant to a grant awarded under this
20 section helped the development of project-
21 based learning materials and lessons and
22 the entities or schools that were involved in
23 the development of such materials.

24 (3) PUBLICATION.—The information submitted
25 under paragraph (1) and the results of the evalua-

1 tion under paragraph (2) shall be made publicly
2 available on the website of the Department of Edu-
3 cation, except that such information shall not in-
4 clude personally identifiable information.

5 (4) REPORTS TO CONGRESS.—Not later than 3
6 years after the date of enactment of this Act, and
7 annually thereafter, the Secretary shall submit to
8 the Committee on Health, Education, Labor, and
9 Pensions of the Senate and the Committee on Edu-
10 cation and Workforce of the House of Representa-
11 tives a report that summarizes the information sub-
12 mitted under paragraph (1) and the results of the
13 evaluation under paragraph (2) of project-based
14 learning programs carried out pursuant to grants
15 awarded under this section.

16 (5) CLEARINGHOUSE OF BEST PRACTICES.—

17 (A) IN GENERAL.—The Secretary shall in-
18 tegrate project-based learning resources into the
19 appropriate Educational Resources Information
20 Center Clearinghouses (established under sec-
21 tion 941(f) of the Educational Research, Devel-
22 opment, Dissemination, and Improvement Act
23 of 1994 (20 U.S.C. 6041(f)).

1 (B) INFORMATION AND DATA COL-
2 LECTED.—The resources for integration shall
3 include the following:

4 (i) Reports submitted under para-
5 graph (1).

6 (ii) Resources for educators to imple-
7 ment project-based learning initiatives.

8 (iii) Lessons learned from eligible
9 partnerships that received grants under
10 this section, including—

11 (I) best practices; and

12 (II) practices that other entities
13 or eligible partnerships seeking to es-
14 tablish project-based learning pro-
15 grams should strive to avoid.

16 (iv) Technical assistance opportunities
17 made available by the Department to assist
18 eligible partnerships that received grants
19 under this section.

20 (g) AUTHORIZATION OF APPROPRIATIONS.—There
21 are authorized to be appropriated to carry out this section
22 \$1,000,000,000, for each of fiscal years 2027 through
23 2031.

1 **Subpart 2—Arts Education for All**

2 **SEC. 10121. EARLY CHILDHOOD EDUCATION PROGRAMS.**

3 The Child Care and Development Block Grant Act
4 of 1990 (42 U.S.C. 9857 et seq.) is amended—

5 (1) in section 658G(b)(1), by striking subpara-
6 graph (A) and inserting the following:

7 “(A) offering training, coaching, or profes-
8 sional development opportunities for child care
9 providers that relate to the use of evidence-
10 based, developmentally appropriate and age-ap-
11 propriate strategies to promote the social, emo-
12 tional, physical, adaptive, communication, and
13 cognitive development of children, including key
14 programmatic strategies, and offering special-
15 ized training for child care providers caring for
16 those populations prioritized in section
17 658E(c)(2)(Q), and children with disabilities;”;
18 and

19 (2) in section 658P, by adding at the end the
20 following:

21 “(16) KEY PROGRAMMATIC STRATEGIES.—The
22 term ‘key programmatic strategies’ means strategies
23 related to—

24 “(A) nutrition and physical activity;

25 “(B) recommended practices for age-ap-
26 propriate exposure to digital media; and

1 “(C) the integration and utilization of in-
2 structional methods to assist learning across
3 disciplines, including methods that use the arts,
4 language, literacy, mathematics, science, and
5 social studies.”.

6 **SEC. 10122. STATE AND LOCAL PLANS.**

7 (a) OTHER PLAN PROVISIONS.—Section 1111(g)(1)
8 of the Elementary and Secondary Education Act of 1965
9 is amended—

10 (1) in subparagraph (F), by striking “and” at
11 the end;

12 (2) by redesignating subparagraph (G) as sub-
13 paragraph (H); and

14 (3) by inserting after subparagraph (F) the fol-
15 lowing:

16 “(G) how the State educational agency
17 will—

18 “(i) support the provision of, and en-
19 courage local educational agencies to pro-
20 vide, arts education experiences to stu-
21 dents, including as part of a strategy to
22 improve student achievement in the sub-
23 jects that are part of a well-rounded edu-
24 cation;

1 “(ii) integrate arts education instruc-
2 tion into the curriculum;

3 “(iii) increase the number of arts edu-
4 cators, including arts education specialists,
5 in schools;

6 “(iv) use partnerships with artists
7 with teaching experience to train teachers
8 on how to incorporate creative thinking
9 techniques into instruction in math, read-
10 ing, English language arts, science, and
11 other subjects that are part of a well-
12 rounded education;

13 “(v) ensure that arts instruction is
14 standards-based, as applicable, and offered
15 sequentially through at least grades 6
16 through 12, and designed so that succes-
17 sive arts courses build upon the skills and
18 techniques taught in prior arts courses;

19 “(vi) increase the number of classes
20 taught by arts educators, including arts
21 education specialists, with a particular
22 focus on classes with high percentages of
23 students who are low-income, students with
24 disabilities, English learners, or students
25 of color; and

1 “(vii) support partnerships that in-
2 crease the amount of arts education experi-
3 ences available in afterschool and summer
4 learning programs; and”.

5 (b) LEA PLAN PROVISIONS.—Section 1112(b) of the
6 Elementary and Secondary Education Act of 1965 (20
7 U.S.C. 6312(b)) is amended—

8 (1) in paragraph (12), by striking “and” at the
9 end;

10 (2) by redesignating paragraph (13) as para-
11 graph (14); and

12 (3) by inserting after paragraph (12) the fol-
13 lowing:

14 “(13) how the local educational agency will sup-
15 port arts education, including to improve student
16 achievement, consistent with section 1111(g)(1)(G);
17 and”.

18 **SEC. 10123. REPORT CARDS.**

19 Section 1111(h)(1)(C) of the Elementary and Sec-
20 ondary Education Act of 1965 (20 U.S.C. 6311(h)(1)(C))
21 is amended—

22 (1) by redesignating clause (xiv) as (xv); and

23 (2) by inserting after clause (xiii) the following:

24 “(xiv) For each local educational
25 agency in the State, information on arts

1 courses offered by schools served by such
2 agency, including—

3 “(I) the number of, range, and
4 sequence of course offerings;

5 “(II) the average pupil-to-teacher
6 ratio in such courses;

7 “(III) the average amount of in-
8 structional time in such courses; and

9 “(IV) for each semester, the per-
10 centage (in the aggregate and
11 disaggregated by high-poverty com-
12 pared to low-poverty schools) of—

13 “(aa) schools offering arts
14 courses;

15 “(bb) students taking arts
16 courses; and

17 “(cc) arts courses taught by
18 arts teachers with full State cer-
19 tification or licensure.”.

20 **SEC. 10124. SCHOOL IMPROVEMENT.**

21 Section 1111(d)(2)(B) of the Elementary and Sec-
22 ondary Education Act of 1965 (20 U.S.C. 6311(d)(2)(B))
23 is amended—

24 (1) in clause (iv), by striking “; and” and in-
25 serting a semicolon;

1 (2) by redesignating clause (v) as clause (vi);

2 and

3 (3) by inserting after clause (iv) the following:

4 “(v) includes—

5 “(I) an evaluation of the arts

6 courses offered at such school during

7 the school day and the certification

8 and training of staff that are teaching

9 such courses, including teaching art-

10 ists; and

11 “(II) based on the results of such

12 evaluation, improve existing arts

13 courses and incorporate additional

14 arts courses into the offerings of such

15 school; and”.

16 **SEC. 10125. ARTS FOR NEGLECTED AND DELINQUENT CHIL-**
17 **DREN AND YOUTH.**

18 Section 1415(a)(2)(B)(ii) of the Elementary and Sec-

19 ondary Education Act of 1965 (20 U.S.C.

20 6435(a)(2)(B)(ii)) is amended by inserting “access to the

21 arts and arts education and” after “improving”.

1 **SEC. 10126. SUBGRANTS TO LOCAL EDUCATIONAL AGEN-**
2 **CIES.**

3 (a) LOCAL USES OF FUNDS.—Section 2103(b)(3) of
4 the Elementary and Secondary Education Act of 1965 (20
5 U.S.C. 6613(b)(3)) is amended—

6 (1) in subparagraph (O), by striking “; and”
7 and inserting a semicolon;

8 (2) by redesignating subparagraph (P) as sub-
9 paragraph (Q); and

10 (3) by inserting after subparagraph (O) the fol-
11 lowing:

12 “(P) carrying out activities to increase
13 pathways to obtain rigorous, high-quality teach-
14 er certification or licensure for individuals seek-
15 ing to become teachers of the arts; and”.

16 (b) PROFESSIONAL DEVELOPMENT FOR ARTS
17 TEACHERS.—Section 2103 of the Elementary and Sec-
18 ondary Education Act of 1965 (20 U.S.C. 6613) is further
19 amended by inserting at the end the following:

20 “(c) PROFESSIONAL DEVELOPMENT FOR ARTS
21 TEACHERS.—In carrying out the programs and activities
22 described under subsection (a), a local educational agency
23 shall provide professional development for teachers of the
24 arts, as appropriate, to fulfill the needs of such agency
25 and the schools of such agency.

1 “(d) PROFESSIONAL DEVELOPMENT FOR INTEGRA-
2 TION OF THE ARTS.—In carrying out the programs and
3 activities described under subsection (a), a local edu-
4 cational agency shall provide professional development for
5 teachers to integrate the arts into their instruction in
6 math, reading, English language arts, science, and other
7 subjects that are part of a well-rounded education.”.

8 **SEC. 10127. 21ST CENTURY COMMUNITY LEARNING CEN-**
9 **TERS.**

10 (a) ARTS ORGANIZATIONS.—Section 4205(a) of the
11 Elementary and Secondary Education Act of 1965 (20
12 U.S.C. 7175(a)) is amended—

13 (1) in paragraph (13), by striking “; and”;

14 (2) in paragraph (14), by striking the period at
15 the end and inserting “; and”; and

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

17 “(15) partnering with, integrating the services
18 of, and utilizing the services and offerings provided
19 by arts services organizations or other community-
20 focused arts nonprofits and organizations that fur-
21 ther creative youth development.”.

22 (b) PROFESSIONAL DEVELOPMENT.—Section
23 4203(a)(6) of the Elementary and Secondary Education
24 Act of 1965 (20 U.S.C. 7173(a)(6)) is amended by insert-
25 ing “, including arts education” after “areas”.

1 **SEC. 10128. AMENDMENTS TO THE JUVENILE JUSTICE AND**
2 **DELINQUENCY PREVENTION ACT OF 1974.**

3 Section 223(a) of the Juvenile Justice and Delin-
4 quency Prevention Act of 1974 (42 U.S.C. 5633(a)) is
5 amended—

6 (1) in paragraph (32), by striking “and” at the
7 end,

8 (2) in paragraph (33), by striking the period at
9 the end and inserting “; and”, and

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

11 “(34) describe how the State will coordinate
12 services and activities for juvenile justice and delin-
13 quency prevention with State and local agencies and
14 organizations, including State and local arts agen-
15 cies, arts organizations, and organizations that fur-
16 ther creative youth development.”.

17 **SEC. 10129. AMENDMENTS TO ADULT AND JUVENILE OF-**
18 **FENDER DEMONSTRATION PROJECTS.**

19 Section 2976(b)(4) of the Omnibus Crime Control
20 and Safe Streets Act of 1968 (34 U.S.C. 10631) is amend-
21 ed—

22 (1) in subparagraph (A), by striking “; and”;

23 (2) by redesignating subparagraph (B) as sub-
24 paragraph (C); and

25 (3) by inserting after subparagraph (A) the fol-
26 lowing:

1 “(B) use arts education to facilitate re-
2 entry into the community, reduce recidivism
3 rates, and connect offenders to educational op-
4 portunities and employment after reentry into
5 the community; and”.

6 **SEC. 10130. ARTS RESEARCH.**

7 Section 133 of the Education Sciences Reform Act
8 of 2002 (20 U.S.C. 9533) is amended—

9 (1) in subsection (a)—

10 (A) by striking “and” at the end of sub-
11 paragraph (10)(D);

12 (B) by redesignating subparagraph (11) as
13 subparagraph (12); and

14 (C) by inserting after paragraph (10) the
15 following:

16 “(11) carry out research initiatives regarding
17 arts education, including

18 “(A) research into which teaching methods
19 and uses of the arts and arts education are
20 most effective at improving student achieve-
21 ment; and

22 “(B) rigorous, peer-reviewed and large-
23 scale empirical research that is designed to de-
24 termine which approaches to arts education are
25 most effective, cost efficient, and broadly appli-

1 cable for use in elementary and secondary class-
2 rooms, including in low-performing schools;
3 and”; and

4 (2) in subsection (c)(2), by adding at the end
5 the following:

6 “(L) Use of the arts and arts education in
7 improving elementary and secondary edu-
8 cation.”.

9 **SEC. 10131. ARTS STATISTICAL DATA.**

10 Section 153(a)(1) of the Education Sciences Reform
11 Act of 2002 (20 U.S.C. 9543(a)(1)) is amended—

12 (1) in subparagraph (N), by striking “; and”
13 and inserting a semicolon;

14 (2) by redesignating subparagraph (O) as sub-
15 paragraph (P); and

16 (3) by inserting after subparagraph (N) the fol-
17 lowing:

18 “(O) access to, the integration of, and the
19 inclusion of arts education in school curricula;
20 and”.

21 **Subpart 3—Black History Is American History**

22 **SEC. 10141. BLACK HISTORY IS AMERICAN HISTORY.**

23 (a) PROGRAM AUTHORIZED.—Section 2231(a) of the
24 Elementary and Secondary Education Act of 1965 (20
25 U.S.C. 6661(a)) is amended—

1 (1) in the matter preceding paragraph (1), by
2 inserting “, which shall include Black history,” after
3 “American history”; and

4 (2) in paragraph (2)—

5 (A) by inserting “which shall include Black
6 history,” after “American history,”; and

7 (B) by inserting “, which shall include
8 Black history” after “traditional American his-
9 tory”.

10 (b) PRESIDENTIAL AND CONGRESSIONAL ACADEMIES
11 FOR AMERICAN HISTORY AND CIVICS.—Section 2232 of
12 the Elementary and Secondary Education Act of 1965 (20
13 U.S.C. 6662) is amended—

14 (1) in subsection (a)—

15 (A) in paragraph (1), by inserting “, which
16 shall include Black history,” after “American
17 History”; and

18 (B) in paragraph (2), by inserting “, which
19 shall include Black history,” after “American
20 History”;

21 (2) in subsection (c)(1), by inserting “, which
22 shall include Black history,” after “American his-
23 tory”;

24 (3) in subsection (e)—

25 (A) in paragraph (1)—

1 (i) by inserting “, which shall include
2 Black history,” after “American history”;

3 (ii) in subparagraph (A)—

4 (I) by inserting “, which shall in-
5 clude Black history,” after “teachers
6 of American history”; and

7 (II) by inserting “, which shall
8 include Black history,” after “subjects
9 of American history”; and

10 (iii) in subparagraph (B), by inserting
11 “, which shall include Black history,” after
12 “American history”;

13 (B) in paragraph (2), by inserting “, which
14 shall include Black history,” after “American
15 history”; and

16 (C) in paragraph (4), by inserting “, and
17 with the Smithsonian Institution’s National
18 Museum of African American History and Cul-
19 ture providing programs and resources for edu-
20 cators and students” after “National Parks”;
21 and

22 (4) in subsection (f)—

23 (A) by inserting “, which shall include
24 Black history,” after “American history”;

1 (B) in subparagraph (A), by inserting “,
2 which shall include Black history,” after
3 “American history”; and

4 (C) in subparagraph (B), by inserting “,
5 which shall include Black history,” after
6 “American history”.

7 (c) NATIONAL ACTIVITIES.—Section 2233 of the Ele-
8 mentary and Secondary Education Act of 1965 (20 U.S.C.
9 6663) is amended—

10 (1) in subsection (a), by inserting “which shall
11 include Black history,” after “American history,”;
12 and

13 (2) in subsection (b), by inserting “which shall
14 include Black history,” after “American history,”
15 each place it appears.

16 (d) NATIONAL ASSESSMENT OF EDUCATIONAL
17 PROGRESS.—Section 303(b)(2)(D) of the National As-
18 sessment of Educational Progress Authorization Act (20
19 U.S.C. 9622(b)(2)(D)) is amended by inserting “(which
20 shall include Black history)” after “history”.

1 **Subpart 4—Teaching Asian American, Native**
2 **Hawaiian, and Pacific Islander History**

3 **SEC. 10151. TEACHING ASIAN AMERICAN, NATIVE HAWAI-**
4 **IAN, AND PACIFIC ISLANDER HISTORY.**

5 (a) PROGRAM AUTHORIZED.—Section 2231(a) of the
6 Elementary and Secondary Education Act of 1965 (20
7 U.S.C. 6661(a)) is further amended by inserting “, Asian
8 American, Native Hawaiian, Pacific Islander” after
9 “Black” each place it appears.

10 (b) PRESIDENTIAL AND CONGRESSIONAL ACADEMIES
11 FOR AMERICAN HISTORY AND CIVICS.—Section 2232 of
12 the Elementary and Secondary Education Act of 1965 (20
13 U.S.C. 6662) is further amended—

14 (1) by inserting “, Asian American, Native Ha-
15 waiian, Pacific Islander” after “Black” each place it
16 appears; and

17 (2) in subsection (e)(4), by inserting “, Asian
18 Pacific American Center” after “National Museum
19 of African American History and Culture”.

20 (c) NATIONAL ACTIVITIES.—Section 2233 of the Ele-
21 mentary and Secondary Education Act of 1965 (20 U.S.C.
22 6663) is further amended by inserting “, Asian American,
23 Native Hawaiian, Pacific Islander” after “Black” each
24 place it appears.

25 (d) NATIONAL ASSESSMENT OF EDUCATIONAL
26 PROGRESS.—Section 303(b)(2)(D) of the National As-

1 sessment of Educational Progress Authorization Act (20
2 U.S.C. 9622(b)(2)(D)) is further amended by inserting “,
3 Asian American, Native Hawaiian, Pacific Islander” after
4 “Black”.

5 **Subpart 5—Teaching Hispanic and Latino and**
6 **American Indian History**

7 **SEC. 10161. TEACHING HISPANIC AND LATINO AND AMER-**
8 **ICAN INDIAN HISTORY.**

9 (a) PROGRAM AUTHORIZED.—Section 2231(a) of the
10 Elementary and Secondary Education Act of 1965 (20
11 U.S.C. 6661(a)) is further amended by inserting “, His-
12 panic and Latino, and American Indian” after “Pacific
13 Islander” each place it appears.

14 (b) PRESIDENTIAL AND CONGRESSIONAL ACADEMIES
15 FOR AMERICAN HISTORY AND CIVICS.—Section 2232 of
16 the Elementary and Secondary Education Act of 1965 (20
17 U.S.C. 6662) is further amended—

18 (1) by inserting “, Hispanic and Latino, and
19 American Indian” after “Pacific Islander” each
20 place it appears; and

21 (2) in subsection (e)(4), by inserting “, Na-
22 tional Museum of the American Latino, and Na-
23 tional Museum of the American Indian” after
24 “Asian Pacific American Center”.

1 (c) NATIONAL ACTIVITIES.—Section 2233 of the Ele-
2 mentary and Secondary Education Act of 1965 (20 U.S.C.
3 6663) is further amended by inserting “, Hispanic and
4 Latino, and American Indian” after “Pacific Islander”
5 each place it appears.

6 (d) NATIONAL ASSESSMENT OF EDUCATIONAL
7 PROGRESS.—Section 303(b)(2)(D) of the National As-
8 sessment of Educational Progress Authorization Act (20
9 U.S.C. 9622(b)(2)(D)) is further amended by inserting “,
10 Hispanic and Latino, and American Indian” after “Pacific
11 Islander”.

12 **Subpart 6—Holocaust Education and Antisemitism**

13 **Lessons**

14 **SEC. 10171. STUDY AND REPORT ON HOLOCAUST EDU-**
15 **CATION.**

16 (a) STUDY.—Not later than 180 days after the date
17 of enactment of this Act, the Director of the United States
18 Holocaust Memorial Museum (referred to in this subtitle
19 as the “Director”) shall conduct a study on Holocaust
20 education efforts in States, local educational agencies, and
21 public elementary schools and secondary schools.

22 (b) SAMPLING.—The study under subsection (a) shall
23 include an examination of—

24 (1) all States;

1 (2) a nationally representative sample of local
2 educational agencies; and

3 (3) a representative sample of public elementary
4 and secondary schools served by the local edu-
5 cational agencies being studied.

6 (c) ELEMENTS.—In conducting the study under sub-
7 section (a), the Director shall—

8 (1) determine whether States and local edu-
9 cational agencies being studied require Holocaust
10 education as part of the curriculum taught in public
11 elementary schools and secondary schools;

12 (2) identify States and local educational agen-
13 cies being studied that have optional Holocaust edu-
14 cation as part of the curriculum taught in public ele-
15 mentary schools and secondary schools;

16 (3) identify each State's standards and the re-
17 quirements of the local educational agencies being
18 studied relating to Holocaust education and summa-
19 rize the status of the implementation of such stand-
20 ards and requirements, including—

21 (A) the existence of a centralized appa-
22 ratus at the State or local level that collects and
23 disseminates Holocaust education curricula and
24 materials;

1 (B) the existence of Holocaust education
2 professional development opportunities for pre-
3 service and in-service teachers;

4 (C) the involvement of informal edu-
5 cational organizations in implementing Holo-
6 caust education, including museums and cul-
7 tural centers;

8 (D) an assessment of the challenges or
9 gaps that may prevent educators from fulfilling
10 Holocaust education requirements;

11 (E) the identification of training and re-
12 sources needed to support educators teaching
13 about the Holocaust; and

14 (F) the adoption of United States Holo-
15 caust Memorial Museum resources by—

16 (i) entities at the State or local level
17 that disseminate Holocaust education cur-
18 ricula; or

19 (ii) local Holocaust museums and cen-
20 ters;

21 (4) determine—

22 (A) the range of intended outcomes from a
23 Holocaust education unit at the State and local
24 educational agency level; and

1 (B) the methods teachers are using that
2 result in successfully achieving intended learn-
3 ing outcomes, which may include—

4 (i) in-class discussion;

5 (ii) educational activities conducted
6 outside the classroom, including homework
7 assignments and experiential learning in-
8 volving State and local organizations, such
9 as museums and cultural centers;

10 (iii) project based learning;

11 (iv) educational materials and activi-
12 ties that are developmentally appropriate
13 and taught through a trauma-informed
14 lens; and

15 (v) integration of lessons from the
16 Holocaust across the curriculum and
17 throughout the school year;

18 (5) identify the types of instructional materials
19 used to teach students about the Holocaust, includ-
20 ing the use of primary source material;

21 (6) identify—

22 (A) in what disciplines the Holocaust is
23 being taught;

1 (B) the amount of time allotted in the re-
2 quired curriculum to teach about the Holocaust;
3 and

4 (C) the comprehensiveness of the Holo-
5 caust education curriculum taught in public ele-
6 mentary schools and secondary schools, as indi-
7 cated by the extent to which the curriculum ad-
8 dresses all elements and aspects of the Holo-
9 caust and is based on reliable educational re-
10 sources, such as resources provided by the
11 United States Holocaust Memorial Museum;
12 and

13 (7) identify the approaches used by public ele-
14 mentary schools and secondary schools to assess out-
15 comes using traditional and nontraditional assess-
16 ments, including assessments of—

17 (A) students' knowledge of the Holocaust;
18 and

19 (B) students' ability to identify and ana-
20 lyze antisemitism, bigotry, hate, and genocide in
21 historical and contemporary contexts.

22 (d) REPORT.—

23 (1) IN GENERAL.—Following the completion of
24 the study under subsection (a), the Director shall

1 prepare and submit to Congress a report on the re-
2 sults of the study.

3 (2) DEADLINE.—The report under paragraph
4 (1) shall be submitted not later than the earlier of—

5 (A) 180 days after the completion of the
6 study under subsection (a); or

7 (B) 3 years after the date of enactment of
8 this Act.

9 (e) DEFINITIONS.—In this subpart:

10 (1) HOLOCAUST.—The term “Holocaust” has
11 the meaning given that term in section 3 of the
12 Never Again Education Act (Public Law 116–141;
13 36 U.S.C. 2301 note).

14 (2) HOLOCAUST EDUCATION.—The term “Holo-
15 caust education” means educational activities that
16 are specifically intended—

17 (A) to improve students’ awareness and
18 understanding of the Holocaust;

19 (B) to educate students on the lessons of
20 the Holocaust as a means to raise awareness
21 about the importance of preventing genocide,
22 hate, and bigotry against any group of people;
23 and

24 (C) to study the history of antisemitism,
25 its deep historical roots, the use of conspiracy

1 theories and propaganda that target the Jewish
2 people, and the shape-shifting nature of anti-
3 semitism over time.

4 **Subpart 7—Full-Service Community Schools**
5 **Expansion**

6 **SEC. 10181. COMMUNITY SUPPORT FOR SCHOOL SUCCESS.**

7 (a) AUTHORIZATION OF APPROPRIATIONS.—Section
8 4601 of the Elementary and Secondary Education Act of
9 1965 (20 U.S.C. 7251), as amended by section 10001, is
10 further amended—

11 (1) in subsection (a), by inserting “(except for
12 section 4625)” after “part”;

13 (2) in the matter preceding clause (i) of sub-
14 section (b)(2)(B), by inserting “(except for section
15 4625)” after “subpart 2”; and

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

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

20 “(1) \$500,000,000 for fiscal year 2027;

21 “(2) \$600,000,000 for fiscal year 2028;

22 “(3) \$700,000,000 for fiscal year 2029;

23 “(4) \$850,000,000 for fiscal year 2030; and

24 “(5) \$1,000,000,000 for fiscal year 2031.”.

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

4 (1) by redesignating paragraphs (1), (2), and
5 (3) as paragraphs (5), (7), and (14), respectively;

6 (2) by inserting before paragraph (5), as reded-
7 icated by paragraph (1), the following:

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

11 “(A) is a full-time staff member serving 1
12 or more eligible schools supported by a grant
13 under subsection (b), (c), or (d) of section 4625
14 or a full-time staff member serving 1 or more
15 such eligible schools in a rural area or on Tribal
16 lands;

17 “(B) is responsible for the identification,
18 implementation, and coordination of integrated
19 student supports, expanded and enriched learn-
20 ing time and opportunities, family and commu-
21 nity engagement, and collaborative leadership
22 and practices for each such eligible school;

23 “(C) serves as a member of the school-
24 based leadership team for each such eligible
25 school;

1 “(D) serves as the lead for any assessment
2 or full-service community school plan required
3 under section 4625 for each such eligible
4 school; and

5 “(E) leads regular continuous improvement
6 activities at each such eligible school.

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

10 “(A) is employed by an eligible entity that
11 will serve 3 or more eligible schools through a
12 grant under subsection (b), (c), or (d) of section
13 4625;

14 “(B) aids in the implementation and co-
15 ordination of integrated student supports or
16 stakeholder services, expanded and enriched
17 learning time and opportunities, family and
18 community engagement, and collaborative lead-
19 ership and practices for such eligible schools;
20 and

21 “(C) provides support and guidance to
22 community school coordinators.

23 “(3) COMMUNITY-WIDE LEADERSHIP TEAM.—
24 The term ‘community-wide leadership team’ means a
25 team established by a local educational agency re-

1 ceiving a grant under subsection (b), (c), or (d) of
2 section 4625 that—

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

8 “(B) includes—

9 “(i) representatives from the local
10 educational agency;

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

15 “(iii) community members, such as
16 residents, community-led councils, local
17 businesses, stakeholders, community orga-
18 nizations, and local nonprofit organiza-
19 tions;

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

1 “(v) if applicable, the community
2 school initiative director; and

3 “(C) may—

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

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

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

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

19 “(4) EDUCATOR LEARNING COMMUNITIES.—

20 The term ‘educator learning communities’ means a
21 group of primarily instructional staff in an eligible
22 school who are given common planning time to par-
23 ticipate in ongoing decisionmaking and planning to
24 engage in professional development and to examine

1 their practice and student performance in order to
2 improve school policy and classroom teaching.”;

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

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

9 (B) in subparagraph (A)—

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

5 “(8) INDIAN TRIBE.—The term ‘Indian Tribe’
6 has the meaning given the term in section 4 of the
7 Indian Self-Determination and Education Assistance
8 Act (25 U.S.C. 5304).

9 “(9) TRIBAL ORGANIZATION.—The term ‘Tribal
10 organization’ has the meaning given the term in sec-
11 tion 4 of the Indian Self-Determination and Edu-
12 cation Assistance Act (25 U.S.C. 5304).

13 “(10) NATIVE HAWAIIAN COMMUNITY-BASED
14 ORGANIZATION.—The term ‘Native Hawaiian com-
15 munity-based organization’ has the meaning given
16 the term in section 6207 of this Act.

17 “(11) NATIVE HAWAIIAN EDUCATIONAL ORGA-
18 NIZATION.—The term ‘Native Hawaiian educational
19 organization’ has the meaning given the term in sec-
20 tion 6207 of this Act.

21 “(12) NATIVE HAWAIIAN ORGANIZATION.—The
22 term ‘Native Hawaiian organization’ has the mean-
23 ing given the term in section 6207 of this Act.

1 “(13) 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 services, 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 for
6 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 that—

22 “(i) brings students, parents, and
23 families of students at the community
24 school and in the community into the
25 school as partners in students’ education,

1 including meaningfully involving parents
2 and families in the community school’s de-
3 cisionmaking processes;

4 “(ii) allows the community school to
5 serve as a hub for services, activities, and
6 programs for students, families, and mem-
7 bers of the neighborhood that the commu-
8 nity school serves;

9 “(iii) provides adults with desired edu-
10 cational and other opportunities; and

11 “(iv) provides centralized supports for
12 families and communities in community
13 schools, which may include English as a
14 second language classes, citizenship prepa-
15 ration, computer skills, art, homeless pre-
16 vention, eviction protections, emergency
17 and long-term housing stability and afford-
18 able home ownership services, child abuse
19 and neglect prevention supports, health
20 and mental health literacy programs, dig-
21 ital literacy training, or other programs
22 that bring community members into a
23 school building for meetings, events, or
24 programming.

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

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

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

17 “(iii) may include other leadership or
18 governance teams, community school steer-
19 ing committees, or other community coal-
20 itions, educator collaborative learning com-
21 munities, and other staff to manage the
22 multiple, complex joint work of school and
23 community organizations; and

24 “(iv) ensure that school governance
25 teams emphasize representation among

1 historically marginalized groups and reflect
2 the diversity of the community, including
3 diversity with respect to language, race,
4 ethnicity, socioeconomic status, and role in
5 the schooling process.

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

16 “(i) instructional resources, cur-
17 riculum, and professional learning that are
18 modified to reflect and support a commu-
19 nity-based learning approach in community
20 schools, emphasizing locally designed com-
21 munity-based curriculum and pedagogy to
22 improve students’ sense of agency; or

23 “(ii) development and administration
24 of assessments that provide evidence of the
25 impact or value of community-based peda-

1 gogy (such as performance assessments
2 that include capstone projects, portfolios,
3 and similar assessments).

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

17 “(i) emphasizing positive relationships
18 and interactions, and educators modeling
19 these relationships and interactions
20 through their own behavior;

21 “(ii) acknowledging and addressing
22 negative behaviors and chronic absenteeism
23 in developmentally appropriate and positive
24 ways; and

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

9 (7) by inserting after paragraph (14), as redes-
10 igned by paragraph (1), the following:

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

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

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

21 “(C) shall include at least the following
22 goals:

23 “(i) Students (including children in
24 prekindergarten and kindergarten) are
25 ready for school in accordance with the

1 State’s ambitious long-term goals and indi-
2 cators, as described in section 1111(c)(4).

3 “(ii) Students are engaged and aca-
4 demically achieving in school.

5 “(iii) Students are physically and
6 mentally healthy, and are experiencing
7 positive social and emotional development,
8 including identity development.

9 “(iv) Schools and school neighbor-
10 hoods are safe and provide a positive and
11 equitable school climate for learning.

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

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

16 “(vii) Students are contributing to
17 their communities.

18 “(viii) Students are civically engaged
19 or are active participants in democracy.

20 “(ix) Students are not chronically ab-
21 sent.

22 “(16) SCHOOL-BASED LEADERSHIP TEAM.—
23 The term ‘school-based leadership team’ means a
24 team established by a full-service community school
25 that—

1 “(A) is responsible for supporting the im-
2 plementation of a full-service community school
3 program; and

4 “(B) is composed of not more than 15 peo-
5 ple, which shall include—

6 “(i) not less than 2 parents or family
7 members of students attending the eligible
8 school;

9 “(ii) not less than 2 educators or
10 other staff from the eligible school;

11 “(iii) the principal of the school;

12 “(iv) the community school coordi-
13 nator;

14 “(v) representatives of nonprofit orga-
15 nizations that serve the school;

16 “(vi) community partners;

17 “(vii) school administration, including
18 administrative staff and other non-instruc-
19 tional staff such as specialized instruc-
20 tional support personnel; and

21 “(viii) in the case of a secondary
22 school, students.”.

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

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

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

5 “(a) GRANTS AUTHORIZED.—

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

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

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

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

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

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

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

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

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

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

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

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

4 “(B) a local educational agency that re-
5 ceives basic support payments under section
6 7003(b)(1);

7 “(C) a local educational agency or consor-
8 tium of local educational agencies located in a
9 rural area;

10 “(D) an Indian Tribe;

11 “(E) a Tribal organization;

12 “(F) a Native Hawaiian community-based
13 organization; or

14 “(G) a Native Hawaiian educational orga-
15 nization.

16 “(b) PLANNING AND CAPACITY BUILDING
17 GRANTS.—

18 “(1) APPLICATION.—An eligible entity that de-
19 sires a planning grant under this subsection shall
20 submit an application to the Secretary at such time
21 and in such manner as the Secretary may require.
22 The Secretary shall require that each such applica-
23 tion include all of the following:

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

1 “(B) An assurance that the eligible entity
2 will establish a community-wide leadership team
3 that contributes to the planning and implemen-
4 tation of a full-service community school pro-
5 gram.

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

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

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

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

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

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

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

20 “(E) The designation of an individual to
21 serve as the district liaison for the area served
22 by the eligible entity, who will direct the plan-
23 ning and implementation of any grants under
24 this subsection or subsection (c) or (d), includ-
25 ing by coordinating with—

1 “(i) students, families, educators,
2 principals, and other school leaders of eligi-
3 ble schools identified under subparagraph
4 (D);

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

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

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

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

7 “(H) A data-sharing agreement between
8 the local educational agency and partner enti-
9 ties and services that ensure the sharing of rel-
10 evant real-time student data to conduct the
11 needs and assets assessment described in para-
12 graph (2)(A)(i)(I).

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

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

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

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

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

14 “(II) analyze the results of the assess-
15 ment;

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

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

22 “(iv) establish a school-based leader-
23 ship team for each participating eligible
24 school;

1 “(v) convene the community-wide
2 leadership team as quickly as practicable,
3 and not later than 180 days after the date
4 of receipt of the grant;

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

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

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

1 job training, neighborhood develop-
2 ment (such as affordable housing and
3 economic development), and social
4 welfare services;

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

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

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

22 “(x) craft a full-service community
23 school plan for each eligible school identi-
24 fied under paragraph (1)(D), including a
25 description of—

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

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

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

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

23 “(V) how each such school will
24 establish and maintain partnerships
25 with nonprofit organizations, faith

1 and community-based institutions, in-
2 stitutions of higher education (includ-
3 ing teacher preparation institutions),
4 hospitals, museums, businesses, and
5 other community entities that will
6 help implement the full-service com-
7 munity school plan and that will par-
8 ticipate in a community-wide leader-
9 ship structure;

10 “(VI) how services and activities
11 described in subclause (III) to be pro-
12 vided will supplement, not supplant,
13 existing programs and activities at the
14 eligible school as of the date of appli-
15 cation; and

16 “(VII) if applicable, a description
17 of the additional Federal, State, local,
18 and private funds that will be
19 accessed to carry out activities de-
20 scribed in subclause (III).

21 “(B) REVISION OF COMMUNITY-WIDE
22 LEADERSHIP STRUCTURE.—An eligible entity
23 receiving a planning grant under this subsection
24 may revise the eligible entity’s community-wide

1 leadership team membership as needed to re-
2 flect—

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

6 “(ii) the eligible entity’s subsequent
7 identification of partner entities.

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

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

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

23 “(I) Results of a thorough needs
24 and assets assessment, as described in
25 subparagraph (A)(i), of students,

1 staff, families, and communities for
2 each eligible school to be served
3 through the proposed full-service com-
4 munity schools initiative of the eligible
5 entity.

6 “(II) The student, family, school,
7 neighborhood, and community to be
8 served by each eligible school identi-
9 fied for the implementation of a full-
10 service community school program, in-
11 cluding demographic information on
12 race, ethnicity, socioeconomic status,
13 and disability status for the school
14 and the local community.

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

20 “(iii) Plans for sustaining all pillars of
21 community schools in the identified eligible
22 schools, which respond to the needs assess-
23 ment results for each pillar of community
24 schools.

1 “(iv) A description of projects that
2 propose to conduct initial development and
3 coordination activities that leverage the
4 findings of a needs assessment and a sub-
5 sequent plan to be conducted during the
6 grant period for each school identified in
7 the application.

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

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

22 “(II) safe, healthy, and sup-
23 ported by engaged families.

24 “(vi) A description of the integrated
25 student support services, including existing

1 and additional integrated student support
2 services, to be coordinated by the commu-
3 nity school coordinator and provided by the
4 eligible entity and its partner entities
5 through each proposed full-service commu-
6 nity school, including an explanation of—

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

11 “(II) how such services will im-
12 prove student social, emotional, and
13 academic development;

14 “(III) how such services address
15 the mental health needs of students
16 and the use of trauma informed care;

17 “(IV) how such services will ad-
18 dress the annual measurable perform-
19 ance objectives and outcomes de-
20 scribed in clause (v);

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

1 “(VI) the services designed to ad-
2 dress the needs for youth
3 transitioning out of high school or dis-
4 connected youth aged 16 through 24;
5 and

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

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

16 “(I) at such school; or

17 “(II) in the case of an eligible
18 school in a rural area or on Tribal
19 lands, as described in section
20 4622(2)(A).

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

1 “(I) managing, coordinating, or
2 delivering integrated student support
3 services;

4 “(II) expanded and enriched
5 learning time and opportunities;

6 “(III) active family engagement;
7 and

8 “(IV) collaborative leadership
9 and practices.

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

19 “(x) Plans for annual evaluation
20 based upon attainment of the performance
21 objectives and outcomes described in clause
22 (v).

23 “(xi) Plans for sustaining the pro-
24 grams and services described in this sub-
25 section, including plans to leverage commu-

1 nity partners and existing revenue streams
2 at the proposed full-service community
3 schools upon the end of any implementa-
4 tion grant under subsection (c).

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

13 “(c) IMPLEMENTATION GRANTS.—

14 “(1) APPLICATION.—An eligible entity desiring
15 an implementation grant under this subsection
16 shall—

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

22 “(B) in the case of an eligible entity that
23 has not successfully completed a planning grant
24 under subsection (b), submit an application, at

1 such time and in such manner as required by
2 the Secretary, that—

3 “(i) demonstrates that the eligible en-
4 tity has completed the planning activities
5 described in subsection (b)(2); and

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

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

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

22 “(E) provide an assurance that any full-
23 service community school will hold leadership
24 team meetings that are open to the public, and
25 that records related to finances, personnel, and

1 other decisionmaking processes for those
2 schools will be made available for public review;
3 and

4 “(F) describe how the eligible entity—

5 “(i) plans to sustain implementation
6 at each school site to ensure that the eligi-
7 ble entity’s work can continue and grow
8 after the grant period ends; and

9 “(ii) will use some of the grant fund-
10 ing to develop or strengthen system-level
11 infrastructure to support and sustain the
12 identified full-service community schools.

13 “(2) SELECTION CRITERION.—The Secretary
14 shall use the following criteria when evaluating eligi-
15 ble entities as part of the selection process for a
16 grant under this subsection:

17 “(A) The extent to which the design of the
18 proposed project reflects relevant and evidence-
19 based findings from research, and includes a
20 high-quality plan for project implementation in-
21 tegrating the pillars of community schools and
22 the use of appropriate evaluation methods to
23 ensure successful achievement of project objec-
24 tives.

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

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

16 “(D) The extent to which the applicant
17 has, or demonstrates a strong plan to have, a
18 consortium broadly representative of community
19 stakeholders and needs.

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

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

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

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

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

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

24 “(ii) a community-wide leadership
25 team to establish a strong collaborative

1 leadership structure to support all eligible
2 schools being served.

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

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

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

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

20 “(iii) Programs that provide assist-
21 ance to students of the eligible school who
22 have been or are at risk of being chron-
23 ically absent, suspended, or expelled, and
24 students who are not on track to meeting

1 the challenging State academic standards
2 under section 1111(b), including—

3 “(I) mentoring and other youth
4 development programs;

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

11 “(III) specialized instructional
12 support services;

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

17 “(V) developmentally appropriate
18 physical education;

19 “(VI) legal services, including im-
20 migration-related legal services;

21 “(VII) dropout prevention pro-
22 grams and reengagement programs;

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

1 “(IX) transportation services
2 necessary for students to access inte-
3 grated student support services, ex-
4 panded and enriched learning time
5 and opportunities, family and commu-
6 nity engagement activities, or other
7 services and activities identified to
8 support the development of students;
9 and

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

13 “(F) Implement expanded and enriched
14 learning time, which may include—

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

17 “(ii) before- and after-school and
18 summer learning programs;

19 “(iii) mentorship programs;

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

24 “(v) student support services for chil-
25 dren with disabilities;

1 “(vi) additional college access support,
2 including earning college credit while in
3 high school, college visits, summer bridge
4 programs, college counseling, or other serv-
5 ices geared towards college success; and

6 “(vii) enrichment of advanced skill de-
7 velopment in areas of interest, including
8 music, arts, sports, finance, or technology.

9 “(G) Implement active family and commu-
10 nity engagement strategies, which may in-
11 clude—

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

15 “(ii) on-site early childhood care and
16 education programs;

17 “(iii) home visitation services by edu-
18 cators and other professionals who are em-
19 ployed by the eligible entity or a service
20 provider;

21 “(iv) adult education, including in-
22 struction in English as a second language
23 programs, financial literacy education, pro-
24 grams that lead to a regular high school
25 diploma, or credit recovery programs;

1 “(v) workforce development activities,
2 including job search and preparation serv-
3 ices and career advancement activities;

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

6 “(vii) programs that aid family and
7 community well-being, including accessing
8 homeless prevention, eviction protections,
9 emergency and long-term housing stability,
10 and affordable home ownership services;

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

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

19 “(x) higher education preparation
20 courses, including credit accumulation and
21 other higher education or continuing edu-
22 cation preparation courses, and college
23 counseling to prepare students and families
24 for higher education; and

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

4 “(H) Implement collaborative leadership
5 and practice strategies, which may include—

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

11 “(ii) regularly convening or engaging
12 all partners, such as—

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

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

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

1 local businesses, stakeholders, early
2 childhood education providers, hos-
3 pitals or clinics, community organiza-
4 tions, and local nonprofit organiza-
5 tions;

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

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

15 “(I) Support and enable the district liaison
16 described in subsection (b)(1)(E) to lead the
17 community-wide leadership team and carry out
18 the activities described in the eligible entity’s
19 application and planning report submitted
20 under paragraph (1).

21 “(5) PROHIBITION ON DISCRIMINATION.—An
22 eligible entity receiving a grant under this subsection
23 shall ensure that activities carried out with grant
24 funds serve members of the community without dis-
25 crimination based on race, color, religion, sex (in-

1 including sexual orientation and gender identity), age,
2 or disability.

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

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

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

17 “(ii) includes school climate informa-
18 tion, which may come from student, par-
19 ent, or educator surveys, that shall be
20 cross-tabulated and disaggregated by sub-
21 group of students (as defined under section
22 1111(c)(2)), including—

23 “(I) school discipline data such
24 as suspension and expulsion rates;

1 “(II) measures of student en-
2 gagement, safety, attendance, staff
3 qualifications and turnover, and fam-
4 ily involvement; and

5 “(III) measures of students’ so-
6 cial emotional skills, habits, and
7 mindsets;

8 “(iii) describes—

9 “(I) the integrated student sup-
10 ports, expanded and enriched learning
11 time and opportunities, and family
12 and community engagement activities
13 offered by the full-service community
14 school program at the eligible school;
15 and

16 “(II) the collaborative leadership
17 and practice structures in place at the
18 eligible school;

19 “(iv) includes information on the
20 number, qualifications, experience, and re-
21 tention of school staff at the eligible
22 school, including the number and percent-
23 age of fully certified teachers,
24 disaggregated by race and ethnicity, and
25 rates of teacher turnover; and

1 “(v) details academic and whole-child
2 outcomes in the eligible school, as aligned
3 with the results framework of the eligible
4 entity, which may include information on
5 school readiness, mental and physical
6 health, academic achievement, high school
7 graduation rates, college acceptance and
8 matriculation, reduced racial and economic
9 achievement gaps, school climate, and
10 school attendance; and

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

20 “(d) EXPANSION GRANTS.—

21 “(1) ELIGIBLE EXPANSION GRANT RECIPI-
22 ENTS.—

23 “(A) IN GENERAL.—In order to receive an
24 expansion grant under this subsection, an eligi-

1 ble entity shall, as of the date of application
2 under this subsection, operate 1 or more—

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

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

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

14 “(2) APPLICATIONS.—An eligible entity that de-
15 sires an expansion grant under this subsection shall
16 submit an application to the Secretary for each eligi-
17 ble school proposed to be served. The application
18 shall include the following:

19 “(A) A needs and assets assessment for
20 the eligible school.

21 “(B) Information about the school that in-
22 cludes—

23 “(i) student demographic, academic
24 opportunity and achievement, and school
25 climate data—

1 “(I) disaggregated by major de-
2 mographic groups, including—

3 “(aa) student subgroups (as
4 defined under section
5 1111(c)(2)), students experi-
6 encing homelessness, and chil-
7 dren or youth in foster care; and

8 “(bb) eligibility for a free or
9 reduced price lunch under the
10 Richard B. Russell National
11 School Lunch Act (42 U.S.C.
12 1751 et seq.); and

13 “(II) including the number of
14 students who are children with dis-
15 abilities;

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

18 “(iii) a description of the need for,
19 and access to, expanded and enriched
20 learning time and opportunities;

21 “(iv) school funding information, in-
22 cluding Federal, State, Tribal, local, and
23 private education funding, and per-pupil
24 spending, based on actual salaries of per-
25 sonnel assigned to the eligible school;

1 “(v) information on the number,
2 qualifications, experience, and stability of
3 school staff, including the number and per-
4 centage of fully certified teachers,
5 disaggregated by race and ethnicity, and
6 rates of teacher turnover;

7 “(vi) active family and community en-
8 gagement information, including—

9 “(I) family and community needs
10 based on surveys, information from
11 public meetings, or information gath-
12 ered by other means;

13 “(II) efforts to provide culturally
14 and linguistically inclusive commu-
15 nication between schools and families;
16 and

17 “(III) need for and access to
18 family and community engagement ac-
19 tivities;

20 “(vii) collaborative leadership and
21 practices, including a description of the eli-
22 gible school’s community-wide leadership
23 team, school-based leadership teams, edu-
24 cator learning communities, and common
25 planning time for educators;

1 “(viii) opportunities for partnerships
2 with entities that can partner with the eli-
3 gible school to establish or strengthen a
4 community-wide leadership structure; and

5 “(ix) community climate indicators,
6 including housing instability, unemploy-
7 ment, poverty, availability of jobs that
8 offer a living wage, health indicators,
9 youth employment, access to parks, envi-
10 ronmental hazards, crime, and gang activ-
11 ity.

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

14 “(i) how the community school coordi-
15 nator and, as applicable, community school
16 initiative director, and community-wide
17 leadership team will be expected to fulfill
18 their responsibilities;

19 “(ii) the collaborative leadership and
20 practices structures and strategies to be
21 used;

22 “(iii) the integrated student supports
23 or services provided by partner entities, ex-
24 panded and enriched learning time and op-
25 portunities, and active family and commu-

1 nity engagement activities that will be tai-
2 lored to the needs and assets assessment
3 and provided in accordance with this sub-
4 section;

5 “(iv) how the eligible school will pro-
6 vide culturally and linguistically inclusive
7 communication between schools and fami-
8 lies;

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

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

14 “(II) that will participate in a
15 community-wide leadership structure;

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

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

24 “(D) A data-sharing agreement between
25 the local educational agency and partner enti-

1 ties and services that ensure the sharing of rel-
2 evant real-time student data to determine the
3 provision of services and assess program
4 progress and quality.

5 “(E) An assurance that any grant funds
6 awarded will benefit members of the community
7 served without discrimination based on race,
8 color, religion, sex (including sexual orientation
9 and gender identity), age, or disability.

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

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

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

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

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

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

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

21 “(i) funding a community school coor-
22 dinator to work at the proposed eligible
23 school or for the eligible entity;

24 “(ii) funding an initiative-level com-
25 munity school coordinator to support all

1 existing full-service community schools de-
2 scribed in paragraph (1), and new full-
3 service community schools, supported by
4 the eligible entity;

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

9 “(I) a results-based vision for the
10 full-service community schools;

11 “(II) data and evaluation;

12 “(III) finance and resource devel-
13 opment;

14 “(IV) alignment and integration
15 of the goals of the full-service commu-
16 nity schools with the pillars of com-
17 munity schools, and implementation of
18 those goals;

19 “(V) supportive policy and prac-
20 tices;

21 “(VI) professional development
22 for staff and technical assistance;

23 “(VII) broad community engage-
24 ment;

1 “(VIII) meetings that are open to
2 the public, and records related to fi-
3 nances, personnel, and other decision-
4 making processes that are made avail-
5 able for public review; and

6 “(IX) supporting overlapping
7 needs of existing full-service commu-
8 nity schools described in paragraph
9 (1);

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

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

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

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

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

16 “(ix) carrying out any activity de-
17 scribed in subparagraph (D), (E), (F),
18 (G), or (H) of subsection (c)(4) at an ex-
19 isting full-service community school de-
20 scribed in paragraph (1); or

21 “(x) funding an evaluation of activi-
22 ties supported by the grant under this sec-
23 tion by—

24 “(I) regularly tracking full-serv-
25 ice community school data;

1 “(II) supporting full-service com-
2 munity schools in collecting data for
3 analysis, evaluation, and continuous
4 improvement; or

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

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

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

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

22 “(C) includes school climate information
23 for all full-service community schools served by
24 the same local educational agency as the full-

1 service community school that is supported
2 under the grant;

3 “(D) describes—

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

9 “(ii) the collaborative leadership and
10 practice structures in place at both the
11 school and community levels; and

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

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

23 “(ii) changes in school spending as a
24 result of the full-service community school
25 program supported under this subsection.

1 “(e) RENEWAL.—

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

7 “(A) has satisfactorily completed an imple-
8 mentation or expansion grant under subsection
9 (c) or (d), respectively;

10 “(B) applies for a renewal under this sub-
11 section; and

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

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

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

6 “(B) be subject to all requirements, includ-
7 ing reporting requirements, under subsection
8 (c) or (d), as applicable.

9 “(f) STATE GRANTS.—

10 “(1) IN GENERAL.—A State receiving a grant
11 under this subsection shall use the grant for the
12 planning, implementation, and expansion of full-
13 service community schools in the State, in accord-
14 ance with paragraph (3).

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

20 “(A) Information about State spending on
21 education priorities, policies, and programs that
22 is consistent with the pillars of community
23 schools.

24 “(B) A plan for creating a State liaison
25 position who will—

1 “(i) oversee the implementation of
2 funds under this grant; and

3 “(ii) support and coordinate full-serv-
4 ice community school efforts in the State
5 educational agency.

6 “(C) A description of the full-service com-
7 munity schools in the State, as of the date of
8 application.

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

11 “(E) An assurance that the State will
12 use—

13 “(i) not more than 5 percent of the
14 grant funds awarded under this subsection
15 for the administration costs of the grant;
16 and

17 “(ii) not less than 95 percent of such
18 funds to directly benefit local educational
19 agencies or public elementary schools or
20 secondary schools, through supporting pro-
21 fessional development, providing direct
22 support or technical assistance, or award-
23 ing subgrants to local educational agencies
24 under paragraph (4)(B).

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

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

13 “(3) REQUIRED ACTIVITIES.—A State edu-
14 cational agency receiving a grant under this sub-
15 section shall—

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

24 “(B) establish goals for increasing State
25 spending on student supports consistent with

1 the pillars of community schools, using a results
2 framework established by the State;

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

5 “(D) develop or provide resources to help
6 local educational agencies in the State identify,
7 assess needs for, and implement full-service
8 community schools throughout the State;

9 “(E) establish goals on the implementation
10 and expansion of full-service community schools
11 throughout the State;

12 “(F) provide resources to foster statewide
13 engagement on the social, emotional, mental
14 health, and academic benefits of implementing
15 full-service community schools;

16 “(G) develop a plan to include full-service
17 community schools in the State plans under
18 section 1111 and for long-term State support of
19 full-service community schools;

20 “(H) work with State legislatures to sup-
21 port full-service community schools in State
22 planning and budgeting; and

23 “(I) work with local educational agencies
24 and technical assistance providers to provide
25 evidence-based technical assistance specifically

1 for the implementation of full-service commu-
2 nity schools to local educational agencies or
3 schools.

4 “(4) STEERING COMMITTEE.—

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

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

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

23 “(iii) community members, such as
24 residents, community led councils, local
25 businesses, stakeholders, early childhood

1 education providers, hospitals or clinics,
2 community organizations, and local non-
3 profit organizations.

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

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

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

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

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

1 “(A) work with institutions of higher edu-
2 cation to provide technical assistance and sup-
3 port for developing and sustaining full-service
4 community school initiatives across the State,
5 which may include research partnerships and
6 programs related to career and technical edu-
7 cation;

8 “(B) provide subgrants to institutions of
9 higher education or nonprofit organizations to
10 operate a State technical assistance center;

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

13 “(D) provide strategic planning support
14 for local educational agencies and schools;

15 “(E) develop infrastructure to support
16 partnerships, at the local educational agency
17 level, to provide resources for schools;

18 “(F) work with schools and local edu-
19 cational agencies to develop and implement re-
20 storative practice principles and provide re-
21 sources and professional development to pro-
22 mote culturally competent pedagogy and prac-
23 tices;

24 “(G) work with local educational agencies,
25 and partner organizations who are interested in

1 working with local educational agencies to
2 adopt or expand full-service community schools
3 in the State, on the planning and sustainability
4 of the State full-service community school pro-
5 gram;

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

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

18 “(J) work with local educational agencies
19 to—

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

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

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

13 “(7) STATE GRANT EVALUATION AND REPORT.—At the end of the grant period for a grant
14 under this subsection (including any continuation
15 grant awarded under paragraph (5)), each eligible
16 State shall undergo an evaluation designed by the
17 Secretary. The evaluation shall include, at a minimum, each of the following:

20 “(A) The data described in subsection
21 (d)(2)(B)(i)—

22 “(i) for participating full-service community schools; and

24 “(ii) for other elementary and secondary schools in the State.

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

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

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

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

15 “(ii) Student chronic absenteeism
16 rates.

17 “(iii) Student discipline rates, includ-
18 ing suspensions and expulsions.

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

22 “(v) School provision of integrated
23 student supports and community services.

24 “(vi) Expanded and enriched learning
25 time and opportunities.

1 “(vii) Family and community engage-
2 ment efforts and impact.

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

9 “(ix) Graduation rates.

10 “(x) Changes in school spending infor-
11 mation.

12 “(xi) Collaborative leadership and
13 practice strategies, which may include—

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

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

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

1 school leaders of identified eligi-
2 ble schools;

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

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

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

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

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

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

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

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

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

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

6 “(h) REPORT TO CONGRESS.—

7 “(1) IN GENERAL.—Not later than 5 years
8 after the date of enactment of the Transforming
9 Education for the Future Act, the Secretary shall
10 prepare and submit to Congress a report on the im-
11 pact of the full-service community school program
12 supported under this section.

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

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

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

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

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

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

8 “(i) TECHNICAL ASSISTANCE.—

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

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

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

19 “(C) implementing strategies in the fol-
20 lowing key areas:

21 “(i) Leveraging and coordinating the
22 resources of other Federal, State, Indian
23 Tribe, Tribal organizations, Native Hawai-
24 ian organizations, and local systems, in-
25 cluding systems that address healthcare or

1 early childhood education and other Fed-
2 eral programs, such as the Promise Neigh-
3 borhoods program under section 4624 and
4 the 21st Century Community Learning
5 Centers program under part B of this title,
6 and assisting the efforts of local edu-
7 cational agencies to secure such funding.

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

20 “(iii) Distributing materials that de-
21 scribe the elements and advantages of full-
22 service community schools, including ref-
23 erences to governmental and nonprofit re-
24 ports.

1 “(iv) Assisting any local educational
2 agency in forming a task force to study the
3 creation and administration of full-service
4 community schools and connecting the
5 local educational agency with other state-
6 wide institutions who might partner with
7 the agency, including institutions of higher
8 education or public health organizations.

9 “(v) Establishing a national steering
10 committee—

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

20 “(II) to determine standards for
21 technical assistance for State edu-
22 cational agencies, local educational
23 agencies, and school sites; and

24 “(III) to support the development
25 of tools for implementing full-service

1 community schools for grantees under
2 this section.

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

13 “(vii) Informing State and local edu-
14 cational agencies of other sources of fund-
15 ing for full-service community schools, in-
16 cluding funding under part A of title I,
17 school improvement grants under section
18 1003, 21st century community learning
19 center grants under part B of this title,
20 and any other Federal grants or sources of
21 funding.

22 “(viii) Facilitating effective coordina-
23 tion among State agencies in the deploy-
24 ment of resources and services such as
25 health, nutrition, and other supports.

1 “(2) TECHNICAL ASSISTANCE CENTER.—

2 “(A) IN GENERAL.—From amounts made
3 available to carry out this subsection, the Sec-
4 retary may establish a technical assistance cen-
5 ter to provide technical assistance to full-service
6 community schools, eligible entities, and States
7 under this section.

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

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

17 (1) in subsection (a)—

18 (A) by redesignating paragraph (2) as
19 paragraph (3); and

20 (B) by striking paragraph (1) and insert-
21 ing the following:

22 “(1) PROMISE NEIGHBORHOODS.—The Sec-
23 retary shall use not less than 95 percent of the
24 amounts made available under section 4601(b)(2)(B)
25 to award grants, on a competitive basis and subject

1 to subsection (e), to eligible entities for the imple-
2 mentation of a comprehensive, effective continuum
3 of coordinated services that meets the purpose de-
4 scribed in section 4621(1) by carrying out activities
5 in neighborhoods—

6 “(A) that have—

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

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

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

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

23 (2) in subsection (b)—

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

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

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

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

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

16 (4) in subsection (d)—

17 (A) by striking paragraph (2);

18 (B) by redesignating paragraph (3) as
19 paragraph (2); and

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

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

4 (6) in subsection (f)—

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

7 (B) by striking “and not fewer than 10
8 grants for activities described in section 4625”;
9 and

10 (C) by striking “the requirements of sub-
11 section (a)(2)” and inserting “the requirements
12 of subsection (a)(3)”.

13 **Subpart 8—Reading Excellence and Achievement for**
14 **Development**

15 **SEC. 10191. DEFINITIONS.**

16 (a) DEFINITIONS.—Section 2221(b) of the Elemen-
17 tary and Secondary Education Act of 1965 (20 U.S.C.
18 6641(b)) is amended—

19 (1) by redesignating paragraph (3) as para-
20 graph (5);

21 (2) by inserting after paragraph (2) the fol-
22 lowing:

23 “(3) ELIGIBLE LOW-PERFORMING STATE.—The
24 term ‘eligible low-performing State’ means a State
25 that, for the 2 most recent consecutive assessment

1 cycles, ranks within the lowest quintile based on the
2 percentage of students performing at or above the
3 ‘basic’ achievement level in 4th grade reading, as
4 measured under the National Assessment of Edu-
5 cational Progress carried out under section
6 303(b)(2) of the National Assessment of Edu-
7 cational Progress Authorization Act.

8 “(4) HIGH-IMPACT TUTORING.—The term
9 ‘high-impact tutoring’ means a form of teaching
10 that—

11 “(A) is conducted 1-on-1 or in small
12 groups;

13 “(B) is intended to complement core class-
14 room instruction; and

15 “(C) includes—

16 “(i) substantial time each week en-
17 gaged in tutoring with trained personnel;

18 “(ii) a sustained and strong relation-
19 ship between the student and tutor;

20 “(iii) progress monitoring of student
21 knowledge and skills attainment;

22 “(iv) an alignment with core class-
23 room instruction; and

24 “(v) supportive coaching for the tutor
25 to ensure quality interactions.”; and

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

2 “(6) SCIENCE OF READING.—The term ‘science
3 of reading’ means an interdisciplinary body of re-
4 search from cognitive science, neuroscience, and edu-
5 cation regarding the development of reading and
6 writing proficiency, including research that—

7 “(A) demonstrates the explicit, systematic
8 use of the essential components of phonemic
9 awareness, phonic decoding, fluency, language
10 structure, oral language, vocabulary, back-
11 ground knowledge, and literacy knowledge,
12 which together lead to strong comprehension;
13 and

14 “(B) recognizes the connection of reading
15 and writing and the importance of strong writ-
16 ing instruction.

17 “(7) UNIVERSAL EARLY LITERACY SCREEN-
18 ING.—The term ‘universal early literacy screening’
19 means the systematic and periodic evidence-based
20 assessment of all students’ foundational reading
21 skills, including phonological and phonemic aware-
22 ness, phonics, fluency, vocabulary, and comprehen-
23 sion, as developmentally appropriate, to identify
24 those at risk for reading difficulties and to provide
25 timely, evidence-based interventions.”.

1 (b) AMENDMENT TO COMPREHENSIVE LITERACY IN-
2 STRUCTION DEFINITION.—Section 2221(b)(1) of the Ele-
3 mentary and Secondary Education Act of 1965 (20 U.S.C.
4 6641(b)(1)) is amended—

5 (1) in subparagraph (K), by striking “and”
6 after the semicolon;

7 (2) in subparagraph (L), by striking the period
8 at the end and inserting a semicolon; and

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

10 “(M) excludes three-cueing models or re-
11 lated instructional approaches that primarily—

12 “(i) use meaning drawn from context,
13 pictures, or syntax as the primary basis for
14 teaching word recognition (commonly re-
15 ferred to as ‘meaning, structure and syn-
16 tax, and visual cues’ or ‘MSV’); or

17 “(ii) teach visual memory as the pri-
18 mary basis for word recognition; and

19 “(N) uses effective language instruction to
20 support literacy and oral language development,
21 particularly for English learners and children
22 with disabilities.”.

1 **SEC. 10192. REAUTHORIZATION OF THE COMPREHENSIVE**
2 **LITERACY STATE DEVELOPMENT GRANTS**
3 **PROGRAM.**

4 Section 2222 of the Elementary and Secondary Edu-
5 cation Act of 1965 (20 U.S.C. 6642) is amended—

6 (1) by striking subsection (a) and inserting the
7 following:

8 “(a) GRANTS AUTHORIZED.—From the amounts re-
9 served by the Secretary under section 2201(2) and not re-
10 served under subsection (b), the Secretary shall—

11 “(1) award grants, on a competitive basis, to
12 State educational agencies to enable the State edu-
13 cational agencies to—

14 “(A) provide subgrants to eligible entities
15 serving a diversity of geographic areas, giving
16 priority to entities serving greater numbers or
17 percentages of children from low-income fami-
18 lies;

19 “(B) develop or enhance comprehensive lit-
20 eracy instruction plans that ensure high-quality
21 instruction and effective strategies in reading
22 and writing for children from early childhood
23 education through grade 12, including English
24 learners and children with disabilities; and

25 “(C) implement statewide policies and sys-
26 tems of support to assist local educational agen-

1 cies and teacher preparation programs in im-
2 proving literacy instruction and outcomes; and

3 “(2) award grants to all eligible low-performing
4 States that submit applications, pursuant to the ab-
5 solute priority provided under subsection (e)(2).”;

6 (2) by striking subsection (b) and inserting the
7 following:

8 “(b) RESERVATION.—From the amounts reserved to
9 carry out this subpart for a fiscal year, the Secretary shall
10 reserve—

11 “(1) not more than a total of 5 percent for na-
12 tional activities, which—

13 “(A) shall include an evaluation—

14 “(i) that meets the requirements of
15 section 2225; and

16 “(ii) that may not be canceled or de-
17 ferred, unless the entity contracted by the
18 Director of the Institute of Education
19 Sciences to conduct the evaluation violates
20 the terms of the contract, has been given
21 written justification for the contract’s ter-
22 mination, and has been provided an oppor-
23 tunity to appeal the termination within 30
24 days of receiving the notice of termination;
25 and

1 “(B) shall include technical assistance,
2 training, data collection, and reporting, which
3 may include support for the regional edu-
4 cational laboratories (described in section 174
5 of the Education Sciences Reform Act of 2002)
6 and comprehensive centers (established pursu-
7 ant to section 203 of the Educational Technical
8 Assistance Act of 2002) to support literacy re-
9 search and technical assistance;

10 “(2) sufficient funds to provide grant awards to
11 all eligible low-performing States, pursuant to the
12 absolute priority provided under subsection (e)(2);

13 “(3) one half of 1 percent for the Secretary of
14 the Interior to carry out a program described in this
15 subpart at schools operated or funded by the Bureau
16 of Indian Education; and

17 “(4) one half of 1 percent for the outlying areas
18 to carry out a program under this subpart.”;

19 (3) in subsection (c), by striking “5 years” and
20 inserting “4 years”;

21 (4) in subsection (d)(2)—

22 (A) by striking subparagraph (B) and in-
23 serting the following:

24 “(B) A description of how the State edu-
25 cational agency, in collaboration with the State

1 literacy team, if applicable, will develop a State
2 comprehensive literacy instruction plan or will
3 revise and update an already existing State
4 comprehensive literacy instruction plan, includ-
5 ing how the State will—

6 “(i) implement universal early literacy
7 screenings and intervention services for
8 students at-risk of falling behind in becom-
9 ing proficient in reading by third grade,
10 which may include high-impact tutoring
11 and summer learning programs;

12 “(ii) increase access for educators to
13 high-quality instructional materials aligned
14 with the science of reading;

15 “(iii) deliver professional development
16 and instructional coaching for educators,
17 with the input of educators, in high-needs
18 schools with the lowest literacy outcomes;

19 “(iv) evaluate teacher preparation
20 programs to assess alignment with the
21 science of reading; and

22 “(v) meaningfully engage educators
23 from across the State to provide early and
24 ongoing input on how to effectively support

1 educators in improving instructional prac-
2 tice and educational outcomes.”; and

3 (B) by striking subparagraphs (D) and (E)
4 and inserting the following:

5 “(D) A description of how the State edu-
6 cational agency will use implementation grant
7 funds described in subsection (f)(1) for com-
8 prehensive literacy instruction programs as fol-
9 lows:

10 “(i) Not less than 15 percent of such
11 grant funds shall be used for State and
12 local programs and activities pertaining to
13 children from birth through kindergarten
14 entry.

15 “(ii) Not less than 40 percent of such
16 grant funds shall be used for State and
17 local programs and activities, allocated eq-
18 uitably among the grades of kindergarten
19 through grade 5.

20 “(iii) Not less than 40 percent of such
21 grant funds shall be used for State and
22 local programs and activities, allocated eq-
23 uitably among grades 6 through 12.

24 “(E) An assurance that the State edu-
25 cational agency will collaborate with the State

1 agency responsible for administering early
2 childhood education programs and the State
3 agency responsible for administering child care
4 programs in the State in improving early lit-
5 eracy opportunities for children and early child-
6 hood educators.

7 “(F) An assurance that the State edu-
8 cational agency will require each local edu-
9 cational agency in the State to provide suffi-
10 cient and timely notification to a parent of a
11 student served by such local educational agency
12 who is identified as at risk of reading difficul-
13 ties or performing below grade level in reading.
14 Such notification shall—

15 “(i) include the results of the assess-
16 ment or screening;

17 “(ii) include the strategies that will be
18 provided to the student to help reach pro-
19 ficiency in grade-level literacy standards;

20 “(iii) include strategies to parents to
21 support learning at home; and

22 “(iv) be provided in an understand-
23 able and uniform format and, to the extent
24 practicable, provided in a language the
25 parents can understand.”;

1 (5) by striking subsection (e) and inserting the
2 following:

3 “(e) PRIORITY.—

4 “(1) COMPETITIVE PRIORITY.—In awarding
5 grants under this section, the Secretary shall give
6 competitive priority—

7 “(A) to State educational agencies that will
8 use the grant funds for evidence-based activi-
9 ties, defined for the purpose of this subsection
10 as activities meeting the requirements of section
11 8101(21), except that subclause (III) of sub-
12 paragraph (A)(i) of such section shall not
13 apply;

14 “(B) to States that demonstrate, based on
15 the needs assessment described in subsection
16 (d)(2)(A), that the State has not yet imple-
17 mented, on a statewide basis, a comprehensive
18 approach to the required activities described in
19 subsection (f)(1)(A); and

20 “(C) to States that experienced a signifi-
21 cant decline in biennial State academic assess-
22 ment outcomes of 4th and 8th grade reading
23 under the National Assessment of Educational
24 Progress carried out under section 303(b)(3) of

1 the National Assessment of Educational
2 Progress Authorization.

3 “(2) ABSOLUTE PRIORITY.—

4 “(A) IN GENERAL.—In awarding grants
5 under this section, the Secretary shall give ab-
6 solute priority to eligible low-performing States
7 that satisfy the application requirements de-
8 scribed in subsection (d).

9 “(B) IDENTIFICATION OF ELIGIBLE LOW-
10 PERFORMING STATES.—Before announcing a
11 grant competition under this section, the Sec-
12 retary shall identify and notify any State that
13 qualifies as an eligible low-performing State.

14 “(C) CLARIFICATION ON MEETING SAME
15 REQUIREMENTS.—An eligible low-performing
16 State that receives a grant under this section
17 shall meet the same requirements as a State
18 awarded a grant under this section on a com-
19 petitive basis.”;

20 (6) by striking subsection (f) and inserting the
21 following:

22 “(f) STATE ACTIVITIES.—

23 “(1) IN GENERAL.—Each State that receives a
24 grant under this section shall use grant funds not

1 allocated under paragraph (2) to carry out each of
2 the following:

3 “(A) Ensure pre-service training and in-
4 service training are aligned between them and
5 with the science of reading and designed, in col-
6 laboration with teachers and institutions of
7 higher education, to support teachers in under-
8 standing the evidence base on how students
9 learn to read and in using evidence-based in-
10 structional materials and practices in their
11 classrooms, which may include—

12 “(i) creating statewide and regional
13 literacy coaching networks;

14 “(ii) evaluating teacher preparation
15 programs to strengthen coursework and
16 training in the science of reading;

17 “(iii) evaluating State licensure or
18 certification standards to reflect the
19 science of reading; and

20 “(iv) providing pre-service and in-
21 service training for educators on evidence-
22 based screening, assessment, and progress
23 monitoring and instruction for students
24 with or at risk of dyslexia or other reading
25 difficulties.

1 “(B) Implement evidence-based interven-
2 tions aligned with the science of reading and
3 designed to prepare students for success with
4 grade-level work in their core classes, which
5 may include high-impact tutoring and summer
6 learning programs.

7 “(C) Provide universal early literacy
8 screening at least once before the third grade,
9 with more regular literacy screenings encour-
10 aged as a tool to help identify reading difficul-
11 ties or dyslexia early, and ensure support is
12 provided to struggling readers.

13 “(D) Develop, incentivize, and support the
14 adoption and implementation of recommended
15 high-quality instructional materials aligned with
16 the science of reading.

17 “(E) Convene and solicit input from edu-
18 cators as collaborative, expert partners to ad-
19 vise on improving pre-service training, in-service
20 training, and identify other supports that they
21 may need to successfully implement the science
22 of reading in classrooms.

23 “(F) Develop policies and procedures, in-
24 cluding a parental notification template or other
25 materials for optional use by local educational

1 agencies, to support such local educational
2 agencies in providing sufficient and timely noti-
3 fication, as required under subsection (d)(2)(F),
4 to a parent of a student who is identified as at
5 risk of reading difficulties or performing below
6 grade level in reading.

7 “(2) SUBGRANTS.—Each State that receives a
8 grant under this section shall allocate not less than
9 75 percent of the grant funds to award subgrants to
10 eligible entities to enable the eligible entities to carry
11 out activities to improve literacy, such as—

12 “(A) strengthening literacy instruction
13 aligned to the science of reading in early child-
14 hood education programs or elementary schools
15 and secondary schools, including through in-
16 service training for educators;

17 “(B) employing and training literacy in-
18 structional coaches and interventionists;

19 “(C) purchasing and adopting high-quality
20 instructional materials aligned with the science
21 of reading;

22 “(D) conducting universal early literacy
23 screenings to help identify reading difficulties
24 or dyslexia early;

1 “(E) providing direct services to students,
2 which may include high-impact tutoring and
3 summer learning programs, designed to help
4 students reach proficiency in grade-level literacy
5 standards;

6 “(F) supporting a child’s learning at home
7 through family literacy services and parents and
8 family engagement initiatives that provide par-
9 ents with actionable strategies aligned with the
10 science of reading;

11 “(G) supporting evidence-based bilingual
12 literacy instruction, including biliteracy develop-
13 ment aligned with the science of reading;

14 “(H) convening and soliciting early and
15 ongoing input from educators as collaborative,
16 expert partners to advise on improving in-serv-
17 ice training and identify other supports that
18 they may need to successfully implement the
19 science of reading in classrooms; and

20 “(I) supporting principals and other school
21 leaders to have the necessary understanding of
22 the science of reading to coordinate schoolwide
23 activities and leverage the expertise of teachers,
24 literacy instructional coaches and intervention-
25 ists, paraprofessionals, school librarians, special

1 education teachers, and other appropriate
2 school-based staff in serving students.

3 “(3) TEACHER PREPARATION REQUIRE-
4 MENTS.—

5 “(A) ALIGNMENT WITH THE SCIENCE OF
6 READING.—Except as provided in subparagraph
7 (B), each State that receives a grant under this
8 section shall complete and publish, not later
9 than 3 years after the date of receipt of the
10 grant funds, a review of all teacher preparation
11 programs in the State to assess alignment with
12 the science of reading and make recommenda-
13 tions to programs, as appropriate, for better
14 aligning course offerings to the science of read-
15 ing.

16 “(B) EXEMPTION.—A State that dem-
17 onstrates that a review described in subpara-
18 graph (A) has recently and similarly been com-
19 pleted and published by the State is not re-
20 quired to use grant funds received under this
21 section to complete and publish an additional
22 review.

23 “(g) REPORTING REQUIREMENTS.—

24 “(1) ANNUAL REPORT.—Each State that re-
25 ceives a grant under this section shall submit a pub-

1 lic report to the Secretary on an annual basis and
2 publish such report in a clear and easily accessible
3 format on the website of the State. Such report shall
4 contain, at a minimum and at the statewide and
5 local educational agency level (in accordance with
6 paragraph (3)) the following information:

7 “(A) The number and percent of students
8 receiving screenings and interventions for read-
9 ing difficulties, disaggregated by grade level and
10 disaggregated by each of the subgroups of stu-
11 dents, as defined in section 1111(c)(2).

12 “(B) The number and percent of pre-serv-
13 ice and in-service teachers receiving professional
14 development and coaching related to the science
15 of reading.

16 “(C) The number of local educational
17 agencies using high-quality instructional mate-
18 rials aligned with the science of reading as rec-
19 ommended by the State.

20 “(2) SECRETARY’S REPORT.—

21 “(A) IN GENERAL.—Not later than 1 year
22 after receiving the reports described in para-
23 graph (1), and every 2 years thereafter, the
24 Secretary shall submit a report to the Com-
25 mittee on Health, Education, Labor, and Pen-

1 sions of the Senate and the Committee on Edu-
2 cation and Workforce of the House of Rep-
3 resentatives that includes a summary of the re-
4 ports submitted by States.

5 “(B) PUBLIC AVAILABILITY.—The Sec-
6 retary shall make the reports described in sub-
7 paragraph (A) publicly available in a clear and
8 easily accessible format on the website of the
9 Department of Education.

10 “(3) DATA PRIVACY.—

11 “(A) PERSONALLY IDENTIFIABLE DATA
12 LIMITATION.—A State shall not include any
13 personally identifiable information in a report
14 submitted under paragraph (1).

15 “(B) DISAGGREGATION OF DATA.—
16 Disaggregation of data shall not be required
17 under this subsection when the number is insuf-
18 ficient to yield statistically reliable information
19 or the results would reveal personally identifi-
20 able information about an individual.

21 “(h) SUPPLEMENT NOT SUPPLANT.—Funds made
22 available to a State through a grant awarded under this
23 section shall be used only to supplement and not supplant,
24 any State, local, or non-Federal funds that would other-

1 wise be used to carry out literacy instruction, teacher
2 preparation, or interventions.”.

3 **SEC. 10193. GENERAL PROVISIONS.**

4 (a) **APPLICABILITY.**—This subpart and the amend-
5 ments made by this subpart shall apply with respect to
6 funds awarded under the Elementary and Secondary Edu-
7 cation Act of 1965 (20 U.S.C. 6301 note et seq.) on or
8 after the date of enactment of this Act.

9 (b) **SECRETARIAL PROHIBITION.**—Section 2302 of
10 the Elementary and Secondary Education Act of 1965 (20
11 U.S.C. 6692) is amended by adding at the end the fol-
12 lowing:

13 “(c) **LIMITATIONS ON SECRETARIAL AUTHORITY.**—
14 In carrying out subpart 2 of part B of this title, the Sec-
15 retary shall not issue any regulation—

16 “(1) regarding the definition of the science of
17 reading and comprehensive literacy instruction; or

18 “(2) that would directly or indirectly mandate,
19 direct, or control a State, local educational agency,
20 or school’s specific instructional content, academic
21 standards and assessments, curricula, or program of
22 instruction.”.

23 (c) **RULES OF CONSTRUCTION.**—Nothing in this sub-
24 part or the amendments made by this subpart shall be
25 construed to—

1 (1) limit or alter the rights, protections, and in-
2 dividualized educational requirements under the In-
3 dividuals with Disabilities Education Act (20 U.S.C.
4 1400 et seq.), section 504 of the Rehabilitation Act
5 of 1973 (29 U.S.C. 794), or the Americans with
6 Disabilities Act of 1990 (42 U.S.C. 12101 et seq.);
7 or

8 (2) authorize any officer or employee of the
9 Federal Government to mandate, direct, or control a
10 State, local educational agency, or school's specific
11 instructional content, academic standards and as-
12 sessments, curricula, or program of instruction.

13 **SEC. 10194. RESEARCH AND DEVELOPMENT.**

14 Section 2225 of the Elementary and Secondary Edu-
15 cation Act of 1965 (20 U.S.C. 6645) is amended by add-
16 ing at the end the following:

17 “(c) RESEARCH AND DEVELOPMENT.—The Director
18 of the Institute of Education Sciences shall—

19 “(1) sponsor basic and applied research to im-
20 prove comprehensive literacy instruction and improve
21 students' academic outcomes, such as on—

22 “(A) the relationship between reading
23 books rather than passages in building reading
24 stamina, the relationship between writing in-
25 struction and reading comprehension, optimal

1 amounts of time for different aspects of reading
2 and writing instruction in the average class-
3 room, the essential components of effective
4 reading curricula, the relationship between
5 teacher preparation, professional development,
6 and effective reading and writing instruction,
7 and out-of-school factors that impact reading
8 proficiency, including oral language develop-
9 ment; and

10 “(B) the decreases in cognitive capabilities
11 and attention spans amongst children and
12 youth, including the relationship between
13 screentime, social media, and addictive tech-
14 nology features; and

15 “(2) conduct initiatives or activities that pro-
16 mote engagement, the synthesis of education re-
17 search on the topics described in paragraph (1), the
18 development of related evidence-based practices, and
19 the wide dissemination of such findings—

20 “(A) in a manner that is responsive to the
21 educational challenges facing students, families,
22 practitioners, and education system leaders; and

23 “(B) that can provide the basis for improv-
24 ing academic instruction and lifelong learning.”.

1 **SEC. 10195. NAEP REPORTING.**

2 Section 2225 of the Elementary and Secondary Edu-
3 cation Act of 1965 (20 U.S.C. 6645), as amended by sec-
4 tion 5, is further amended by adding at the end the fol-
5 lowing:

6 “(d) NAEP REPORTING TO STATES.—

7 “(1) IN GENERAL.—Not later than 5 days after
8 the date described in paragraph (2), the Director of
9 the Institute of Education Sciences, acting through
10 the Commissioner for Education Statistics, shall
11 make available to the public and submit a public re-
12 port to each State (including, to the greatest extent
13 practicable, the Governor, the State educational
14 agency, and State legislators) a report that contains
15 easily accessible information on each of the fol-
16 lowing:

17 “(A) The academic outcomes of students
18 in the State.

19 “(B) The State’s ranking compared to
20 other States based on proficiency levels of each
21 academic assessment conducted.

22 “(C) The State’s ranking compared to
23 other States on the following basis, to the
24 greatest extent practicable:

25 “(i) Proficiency levels adjusted for
26 poverty or similar demographics.

1 “(ii) Magnitude of achievement gaps,
2 including between subgroups of students
3 and gaps between the highest and lowest
4 performing students in the State.

5 “(iii) Percentage of students at below
6 basic achievement levels.

7 “(D) Relevant trend or longitudinal data,
8 such as whether the State’s outcomes are in-
9 creasing, decreasing, or stagnant, or whether
10 cohorts of students demonstrate any significant
11 achievement trends.

12 “(2) DATE.—The date described in this para-
13 graph is the date that the Commissioner for Edu-
14 cation Statistics releases the results of the biennial
15 State academic assessments in reading and mathe-
16 matics in grades 4 and 8 of the National Assessment
17 of Educational Progress carried out under section
18 303(b)(3) of the National Assessment of Edu-
19 cational Progress Authorization Act.”.

1 **PART B—HIGH-QUALITY ASSESSMENTS AND**
2 **ACCOUNTABILITY**

3 **Subpart 1—Promoting Innovative and Holistic**
4 **Assessment Models**

5 **SEC. 10211. AUTHORIZATION OF APPROPRIATIONS.**

6 Section 1002(b) of the Elementary and Secondary
7 Education Act of 1965 (20 U.S.C. 6302(b)) is amended
8 by striking “\$378,000,000 for each of fiscal years 2017
9 through 2020” and inserting “\$469,000,000 for each of
10 fiscal years 2027 through 2031”.

11 **SEC. 10212. HOLISTIC ASSESSMENT IN THE NATIONAL AS-**
12 **SESSMENT OF EDUCATIONAL PROGRESS.**

13 Section 303(b)(2)(D) of the Education Sciences Re-
14 form Act of 2002 (20 U.S.C. 9622(b)(2)(D)) is amend-
15 ed—

16 (1) by striking “to the extent time and re-
17 sources allow, and after the requirements described
18 in subparagraph (B) are implemented and the re-
19 quirements described in subparagraph (C) are met,”;

20 (2) by inserting “in public and private elemen-
21 tary schools and secondary schools at least once
22 every 3 years,” after “academic achievement”; and

23 (3) by striking “in public and private elemen-
24 tary schools and secondary schools in regularly
25 scheduled intervals”.

1 **SEC. 10213. ESTABLISHING A TASKFORCE TO EVALUATE**
2 **TESTING PRACTICES AND TO PROMOTE**
3 **QUALITY TEACHING.**

4 (a) ESTABLISHMENT.—There is established within
5 the National Center for Education Research a taskforce
6 to be known as the “Taskforce to Evaluate Testing Prac-
7 tices and Promote Quality Teaching” (in this section re-
8 ferred to as the “Taskforce”).

9 (b) DUTIES.—The duties of the Taskforce shall be
10 to—

11 (1) identify—

12 (A) the effect standardized test practices
13 have on student wellness, learning, and postsec-
14 ondary education success;

15 (B) opportunities to promote in elementary
16 schools and secondary schools performance-
17 based assessment systems that are develop-
18 mentally appropriate, promote experiential and
19 project-based learning, and build technological
20 literacy skills, and maintain consistent, rigorous
21 expectations;

22 (C) potential metrics of educational quality
23 and equity that do not rely on standardized as-
24 sessments, including opportunity-to-learn data;
25 and

1 (D) barriers that prevent elementary and
2 secondary schools from establishing innovative
3 assessment systems; and

4 (2) make recommendations to address such bar-
5 riers.

6 (c) MEMBERSHIP.—

7 (1) IN GENERAL.—Not later than 1 year after
8 the date of the enactment of this Act, the Commis-
9 sioner for Education Research shall appoint to the
10 Taskforce not fewer than 5, and not more than 10,
11 members.

12 (2) INCLUSION OF EDUCATIONAL ASSESSMENT
13 EXPERTS.—At least 1 member appointed under
14 paragraph (1) shall be an individual with expertise
15 in education assessment systems, including perform-
16 ance-based assessments.

17 (3) TERMS.—Each member shall be appointed
18 for a term of 2 years.

19 (4) BASIC PAY.—Members shall be paid at a
20 rate equal to the rate of basic pay for level IV of the
21 Executive Schedule.

22 (5) VACANCIES.—A vacancy in the Taskforce
23 shall be filled by an appointment of a new member
24 by the Director in consultation with—

1 (A) public elementary school teachers and
2 other educators;

3 (B) public secondary school teachers and
4 other educators;

5 (C) public school leaders; and

6 (D) individuals representing organizations
7 with expertise in education policy.

8 (d) DIRECTOR OF TASKFORCE.—The Director of the
9 Taskforce shall be appointed by the Commissioner, in con-
10 sultation with—

11 (1) public elementary school teachers and other
12 educators;

13 (2) public secondary school teachers and other
14 educators;

15 (3) public school leaders;

16 (4) school-based mental health services pro-
17 viders; and

18 (5) organizations representing educators, in-
19 cluding unions and professional associations.

20 (e) REPORT REQUIRED.—Not later than 2 years
21 after the date on which the Commissioner completes all
22 appointments to the Taskforce required under subsection
23 (c)(1), the Taskforce shall submit to the Committee on
24 Health, Education, Labor and Pensions of the Senate and

1 the Committee on Education and Workforce of the House
2 of Representatives a report that includes—

3 (1) a review, disaggregated by each State, of
4 assessments administered to students in kinder-
5 garten through grade 12 that includes—

6 (A) a description of each summative as-
7 sessment the State used, including assessments
8 developed pursuant to the innovative assess-
9 ment demonstration authority under section
10 1204 of the Elementary and Secondary Edu-
11 cation Act of 1965 (20 U.S.C. 6364);

12 (B) an estimation of the cost of admin-
13 istering each such assessment, including the
14 value of the contract as well as any hardware,
15 software, and other procurements required to
16 administer the assessment;

17 (C) an estimation, for each grade, of the
18 test administration time allocated each aca-
19 demic year for such assessments, including time
20 spent on preparing for such assessments, such
21 as through the use of student practice tests;

22 (D) an estimation, for each grade, of the
23 classroom instructional time lost each academic
24 year while preparing students for each such as-
25 sessment; and

1 (E) a description of how each State is
2 using data from such assessments, including
3 whether such data is used for punitive pur-
4 poses;

5 (2) an accounting of Federal, State, and local
6 funds paid to for-profit entities for the purpose of
7 designing, developing, administering, and scoring
8 summative assessments;

9 (3) a study of the interaction between statewide
10 summative assessment and accountability systems,
11 as implemented as of the date of the beginning of
12 the report required under this subsection, and the
13 quality of teaching and learning, including—

14 (A) the extent to which statewide
15 summative assessments are aligned to 21st cen-
16 tury skill development;

17 (B) the extent to which such assessment
18 and accountability systems lead to a narrowing
19 of curriculum; and

20 (C) the effect of such assessment and ac-
21 countability systems on the quality of instruc-
22 tion and opportunities for deeper learning
23 across a variety of subjects and skills;

24 (4) a description of barriers that prevent
25 schools from establishing and implementing innova-

1 (1) consider the summative assessments re-
2 quired under section 1111(b)(2) of such Act as a
3 sole factor when—

4 (A) implementing grade-retention policies;

5 (B) awarding a student a high school di-
6 ploma; or

7 (C) evaluating the performance of teachers
8 or administrators; or

9 (2) establish a rating system for elementary
10 schools, secondary schools, or local educational agen-
11 cies that serve such elementary schools or secondary
12 schools based exclusively on—

13 (A) such summative assessment scores of
14 students who attend such elementary schools or
15 secondary schools; or

16 (B) with respect to secondary schools, the
17 graduation rates of students that attend such
18 secondary schools.

19 **SEC. 10215. EXPANSION OF THE INNOVATIVE ASSESSMENT**
20 **DEMONSTRATION AUTHORITY.**

21 (a) **EXPANSION OF AUTHORITY.**—Section 1204 of
22 the Elementary and Secondary Education Act of 1965 (20
23 U.S.C. 6364) is amended—

24 (1) in subsection (b)—

1 (A) in paragraph (2), by striking “5
2 years” and inserting “7 years”; and

3 (B) in paragraph (3)—

4 (i) in the matter preceding subpara-
5 graph (A), by striking “3 years” and in-
6 serting “5 years”; and

7 (ii) in subparagraph (A), by striking
8 “a total number of not more than 7 par-
9 ticipating State educational agencies” and
10 inserting “a total number of not more than
11 20 participating State educational agen-
12 cies”;

13 (2) in subsection (e)(2)(A)—

14 (A) in clause (x) by striking “and” at the
15 end;

16 (B) in clause (xi)(II), by striking the pe-
17 riod at the end and inserting “; and” and

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

19 “(xii) be of equal or greater rigor to
20 the State assessments under section
21 1111(b)(2) (as determined by the Sec-
22 retary).”;

23 (3) in subsection (f)(1)(B)(i)—

1 (A) by striking “comparable to the State
2 assessments” and inserting “of equal or greater
3 rigor to the State assessments”; and

4 (B) by inserting “ (as determined by the
5 Secretary)” before “, valid”;

6 (4) in subsection (i)(3)—

7 (A) by striking “comparable to measures
8 of academic achievement” and inserting “of
9 equal or greater rigor to measures of academic
10 achievement”; and

11 (B) by inserting “(as determined by the
12 Secretary)” before “across the State”; and

13 (5) in subsection (m)(1)(A)(ii)—

14 (A) by striking “comparable with statewide
15 assessments” and inserting “of equal or greater
16 rigor to statewide assessments”; and

17 (B) by inserting “(as determined by the
18 Secretary)” before the semicolon at the end.

19 (b) AUTHORIZATION OF APPROPRIATIONS.—Section
20 1204(k) of the Elementary and Secondary Education Act
21 of 1965 (20 U.S.C. 6364(k)) is amended—

22 (1) by striking “A State” and inserting the fol-
23 lowing:

24 “(1) IN GENERAL.—A State”; and

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

1 “(2) AUTHORIZATION OF APPROPRIATIONS.—In
2 addition to amounts otherwise made available, there
3 are authorized to be appropriated to carry out this
4 section \$100,000,000 for the fiscal year in which the
5 date of the enactment of Transforming Education
6 for the Future Act occurs, and for each of the 4 suc-
7 ceeding fiscal years.”.

8 **SEC. 10216. PROFESSIONAL DEVELOPMENT ON INNOVA-**
9 **TIVE, HIGH-QUALITY TESTING MODELS.**

10 (a) GRANTS AUTHORIZED.—Not later than 180 days
11 after the date of enactment of this Act, the Secretary shall
12 award, on a competitive basis, grants to eligible entities
13 to carry out the activities described in subsection (d).

14 (b) APPLICATIONS.—

15 (1) IN GENERAL.—To be considered for a grant
16 under this section, an eligible entity shall submit an
17 application to the Secretary at such time, in such
18 manner, and containing such information as the Sec-
19 retary may require.

20 (2) RESUBMISSION OF APPLICATION.—In a case
21 in which an eligible entity submits an application
22 under paragraph (1) and is not awarded a grant
23 under this section—

24 (A) the Secretary shall provide to such eli-
25 gible entity—

1 (i) the reasons for denial of such ap-
2 plication, including a list of any selection
3 criteria that the eligible entity did not
4 meet; and

5 (ii) a list of recommended changes to
6 be made by the eligible entity to such ap-
7 plication before resubmission in order to
8 meet such selection criteria; and

9 (B) the eligible entity may resubmit such
10 application in accordance with paragraph (1)
11 not earlier than 1 year after such entity re-
12 ceives the information required under subpara-
13 graph (A).

14 (c) PRIORITY; DIVERSITY OF PROGRAMS.—

15 (1) PRIORITY.—In awarding grants under this
16 section, the Secretary shall give priority to eligible
17 entities that serve elementary schools or secondary
18 schools that receive funds under part A of title I of
19 the Elementary and Secondary Education Act of
20 1965 (20 U.S.C. 6311 et seq.).

21 (2) DIVERSITY OF PROGRAMS.—In awarding
22 grants under this section, the Secretary shall ensure
23 that, to the extent practicable, grants are distributed
24 among eligible entities that serve—

1 (A) geographically diverse areas, including
2 urban, suburban, and rural areas; and

3 (B) Indian Tribes or Tribal organizations.

4 (d) GRANT USES.—An eligible entity that receives a
5 grant under this section shall use such funds to—

6 (1) provide professional development and train-
7 ing for educators to implement innovative assess-
8 ment systems that provide timely, actionable data on
9 student knowledge and skills; and

10 (2) develop materials and resources for the im-
11 plementation of innovative assessment systems.

12 (e) GRANT PERIOD.—

13 (1) GRANT PERIOD.—A grant awarded under
14 this section shall be for a period of not more than
15 5 years.

16 (2) RENEWAL.—The Secretary may renew a
17 grant awarded under this section for one 3-year pe-
18 riod for an eligible entity that demonstrates to the
19 Secretary the success of the program funded under
20 the grant in such manner and containing such infor-
21 mation as the Secretary may require.

22 (f) DEFINITIONS.—In this section:

23 (1) ELIGIBLE ENTITY.—The term “eligible enti-
24 ty” means—

25 (A) a local educational agency;

1 (B) a State educational agency; and

2 (C) a partnership between an entity de-
3 scribed in subparagraph (A) or (B) and—

4 (i) an institution of higher education;

5 or

6 (ii) a nonprofit organization with ex-
7 pertise relevant to the activities and prac-
8 tices described in subsection (d); and

9 (2) INNOVATIVE ASSESSMENT SYSTEM.—The
10 term “innovative assessment system” has the mean-
11 ing given such term in section 1204 of the Elemen-
12 tary and Secondary Education Act of 1965 (20
13 U.S.C. 6364).

14 (g) AUTHORIZATION OF APPROPRIATIONS.—There
15 are authorized to be appropriated to carry out this section
16 \$100,000,000 for each of fiscal years 2027 through 2031.

17 **Subpart 2— State Accountability System Reform**

18 **SEC. 10221. MINIMUM NUMBER OF STUDENTS.**

19 Section 1111 of the Elementary and Secondary Edu-
20 cation Act of 1965 (20 U.S.C. 6311) is amended—

21 (1) by amending subsection (c)(3) to read as
22 follows:

23 “(3) MINIMUM NUMBER OF STUDENTS.—With
24 respect to any provisions under this part that re-
25 quire disaggregation of information by each sub-

1 group of students, the minimum number of students
2 that the State shall include to carry out such re-
3 quirements shall be 10.”;

4 (2) by striking subclause (VIII) of section
5 1111(e)(1)(B)(iii) (and redesignating the succeeding
6 subclauses accordingly); and

7 (3) by striking subclause (I) of section
8 (h)(1)(C)(i) (and redesignating the succeeding sub-
9 clauses accordingly).

10 **SEC. 10222. ACCOUNTABILITY INDICATORS.**

11 Section 1111(c)(4)(B) of the Elementary and Sec-
12 ondary Education Act of 1965 (20 U.S.C. 6311(c)(4)(B))
13 is amended—

14 (1) in clause (iii)—

15 (A) in subclause (I), by striking “and” at
16 the end;

17 (B) in subclause (II), by striking the pe-
18 riod at the end and inserting “; and”; and

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

20 “(III) student access to and com-
21 pletion of advanced coursework.”; and

22 (2) in clause (v)—

23 (A) in subclause (I)—

24 (i) in item (bb), by striking “and” at
25 the end;

1 (ii) by redesignating item (cc) as item
2 (dd); and

3 (iii) by inserting after item (bb) the
4 following:

5 “(cc) measures school cli-
6 mate and safety in accordance
7 with subclause (III); and”;

8 (B) in subclause (II)—

9 (i) by striking subclause (VII);

10 (ii) by redesignating subclauses (III)
11 through (VI) as items (aa) through (dd),
12 respectively; and

13 (iii) by redesignating subclause (VIII)
14 as item (ee);

15 (iv) in item (cc), as so redesignated,
16 by inserting “except for as applied to high
17 school students,” before “student access”;
18 and

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

20 “(III)(aa) School climate and
21 safety shall be measured through the
22 level of participation (relative to the
23 total population of the school) in rep-
24 resentative qualitative research meth-
25 ods, including—

1 “(AA) focus groups;

2 “(BB) interviews; and

3 “(CC) surveys.

4 “(bb) In carrying out a rep-
5 resentative qualitative research meth-
6 od under item (aa), the State shall—

7 “(AA) include questions on
8 school discipline practices, class
9 sizes, quality and availability of
10 mental health supports, quality
11 and inclusivity of curriculum and
12 instruction, clarity and accessi-
13 bility of emergency plans, and
14 any other questions as deter-
15 mined by the State;

16 “(BB) make such methods
17 accessible to English learners,
18 students with disabilities, and
19 students reading below grade
20 level, based on the most currently
21 available State academic assess-
22 ment data under subsection
23 (b)(2), as applicable; and

24 “(CC) ensure such methods
25 are completed by a representative

1 sample of students, educators,
2 and, to the extent practicable,
3 parents.”.

4 **SEC. 10223. SUPPORT FOR SCHOOLS IDENTIFIED FOR SUP-**
5 **PORT AND IMPROVEMENT.**

6 (a) SCHOOL IMPROVEMENT.—Section 1003(a)(1) of
7 the Elementary and Secondary Education Act of 1965 (20
8 U.S.C. 6303(a)(1)) is amended by striking “7 percent”
9 and inserting “10 percent”.

10 (b) CONTINUED SUPPORT FOR SCHOOL AND LEA
11 IMPROVEMENT.—Section 1111(d)(3) of the Elementary
12 and Secondary Education Act of 1965 (20 U.S.C.
13 6311(d)(3)) is amended—

14 (1) by redesignating subparagraphs (A) and
15 (B) as subparagraphs (B) and (C), respectively;

16 (2) by striking “State, the State educational
17 agency” and inserting the following: “State—

18 “(A) the Secretary shall—

19 “(i) beginning on the date of enact-
20 ment of this subparagraph, and every 3
21 school years thereafter, conduct audits of
22 how States are using funds received under
23 this part, and resource allocation reviews
24 required under paragraph (3)(A)(ii);

1 “(ii) submit the results of such audits
2 to Congress; and

3 “(iii) publish the results of such au-
4 dits on a publicly available website of the
5 Department;”;

6 (3) in subparagraph (B), as so redesignated—

7 (A) by inserting “the State educational
8 agency” before “shall”;

9 (B) in clause (i)—

10 (i) in the matter preceding subclause
11 (I), by striking “establish statewide exit
12 criteria for” and inserting “with respect to
13 statewide exit criteria, establish”;

14 (ii) by redesignating subclause (II) as
15 subclause (III);

16 (iii) by striking subclause (I) and in-
17 serting the following:

18 “(I) such criteria for when a
19 school is no longer identified by the
20 State for comprehensive support and
21 improvement under subsection
22 (c)(4)(D)(i) or targeted support and
23 improvement under subsection
24 (c)(4)(C), where such requirements in-
25 clude that such school must improve

1 outcomes, for no less than 2 consecu-
2 tive years for the lowest-performing
3 subgroups at such school; and

4 “(II) specific steps that such
5 State educational agency will take to
6 assist schools that do not meaning-
7 fully improve student subgroup out-
8 comes within 3 years of entering com-
9 prehensive support and improvement
10 under subsection (c)(4)(D)(i) or tar-
11 geted support and improvement under
12 subsection (c)(4)(C), which may in-
13 clude more rigorous State-determined
14 action, such as the implementation of
15 interventions (which may include ad-
16 dressing school-level operations);
17 and”;

18 (iv) in subclause (III), as so redesign-
19 nated, by inserting “such criteria for” be-
20 fore “schools described in”;
21 (C) in clause (ii)—

22 (i) by striking “periodically” and in-
23 serting “not less than once every 3 years,”
24 before “review resource allocation”; and

1 (ii) in subclause (II), by striking
2 “and” at the end;

3 (D) in clause (iii)(II), by striking “and” at
4 the end; and

5 (E) by adding at the end the following:

6 “(iv) publish on a publicly accessible
7 website of the State educational agency—

8 “(aa) evidence-based school im-
9 provement strategies; and

10 “(bb) information with respect to
11 how such agency will support local
12 educational agencies and schools in
13 developing comprehensive support and
14 improvement plans under paragraph
15 (1) or targeted support and improve-
16 ment plans under paragraph (2), re-
17 spectively;

18 “(v) explain how such agency will
19 work with schools served by such agency
20 described in subclauses (II) and (III) of
21 clause (ii), and the local educational agen-
22 cies that serve such schools, to implement
23 improvement efforts related to comprehen-
24 sive support and improvement under sub-
25 section (c)(4)(D)(i) or targeted support

1 and improvement under subsection
2 (c)(4)(C); and

3 “(vi) an assurance that State edu-
4 cational agencies will require local edu-
5 cational agencies to provide additional
6 funding to schools identified for com-
7 prehensive support and improvement under
8 subsection (c)(4)(D)(i) or targeted support
9 and improvement under subsection
10 (c)(4)(C) than such schools were provided
11 prior to the designation, as practicable.”;
12 and

13 (4) in subparagraph (C), as so redesignated, by
14 inserting “the State educational agency” before
15 “may”.

16 **TITLE II—SUPPORT FOR**
17 **SCHOOL CLIMATE AND SAFETY**
18 **Subtitle A—Civil Rights**

19 **SEC. 21001. AUTHORIZATION OF APPROPRIATIONS.**

20 (a) OCR.—In addition to amounts otherwise made
21 available, there are authorized to be appropriated for ex-
22 penses necessary for the Office for Civil Rights of the De-
23 partment of Education (as established under section 203
24 of the Department of Education Organization Act (20

1 U.S.C. 3413)), \$280,000,000 for each of fiscal years 2027
2 through 2031.

3 (b) PART C OF TITLE I.—Section 1002(c) of the Ele-
4 mentary and Secondary Education Act of 1965 (20 U.S.C.
5 6302(c)) is amended by striking “\$374,751,000 for each
6 of fiscal years 2017 through 2020” and inserting
7 “\$100,000,000 for each of fiscal years 2027 through
8 2031”.

9 (c) PART D OF TITLE I.—Section 1002(d) of the Ele-
10 mentary and Secondary Education Act of 1965 (20 U.S.C.
11 6302(d)) is amended by striking “\$47,614,000 for each
12 of fiscal years 2017 through 2020” and inserting
13 “\$100,000,000 for each of fiscal years 2027 through
14 2031”.

15 (d) PART A OF TITLE II.—Section 2003(a) of the
16 Elementary and Secondary Education Act of 1965 (20
17 U.S.C. 6603(a)) is amended by striking “\$2,295,830,000
18 for each of fiscal years 2017 through 2020” and inserting
19 “2,400,000,000 for each of fiscal years 2027 through
20 2031”.

21 (e) TITLE III.—Section 3001 of the Elementary and
22 Secondary Education Act of 1965 (20 U.S.C. 6801) is
23 amended by striking paragraphs (1) through (4) and in-
24 serting “\$1,000,000,000 for each of fiscal years 2027
25 through 2031”.

1 (f) PART B OF TITLE V.—Section 5234 of the Ele-
2 mentary and Secondary Education Act of 1965 (20 U.S.C.
3 7355c) is amended by striking “\$169,840,000 for each of
4 the fiscal years 2017 through 2020” and inserting
5 “\$400,000,000 for each of fiscal years 2027 through
6 2031”.

7 **SEC. 21002. AGENCY GUIDANCE ON PREVENTING DISCRIMI-**
8 **NATION AND BIAS.**

9 (a) IN GENERAL.—Not later than 1 year after the
10 date of the enactment of this section, the Secretary shall
11 issue guidance that clarifies—

12 (1) what constitutes unlawful discrimination in
13 school discipline under Federal civil rights laws;

14 (2) the standards for determining disparate
15 treatment in the administration of school discipline;

16 (3) the standards for determining when school
17 discipline policies result in unlawful disparate im-
18 pact;

19 (4) the effect of law enforcement presence in
20 schools on discrimination in school discipline policies;
21 and

22 (5) the benefits of restorative practices in
23 schools, as well as strategies that schools can use to
24 implement such practices.

1 (b) RESTORATIVE PRACTICES DEFINED.—In this
2 section, the term “restorative practices” means evidence-
3 based practices that—

4 (1) acknowledge and honor the dignity of stu-
5 dents;

6 (2) are proactive approaches that teach and
7 build community, empathy, and accountability
8 school-wide to reduce and discourage undesirable
9 student behavior;

10 (3) improve school climate, elevate students’
11 voices, and strengthen all relationships in a school
12 community;

13 (4) may include—

14 (A) strategies such as restorative dialogue,
15 informal conferencing, proactive circles, and re-
16 sponsive circles;

17 (B) reactive strategies that address con-
18 flicts, individual incidents, and classroom-wide
19 issues; and

20 (C) formal conferences, reintegration cir-
21 cles, and circles of support and accountability
22 to cultivate empathy and repair harm; and

23 (5) do not include mediation or school-based
24 mediation to address bullying, harassment, or other
25 forms of discrimination.

1 **SEC. 21003. DESEGREGATING SCHOOLS.**

2 (a) EMERGENCY SCHOOL AID PROGRAM.—

3 (1) IN GENERAL.—The Secretary shall carry
4 out the program authorized under section 704(a) of
5 the Emergency School Aid Act (title VII of Public
6 Law 92–318) in accordance with paragraph (2).

7 (2) AUTHORIZATION OF APPROPRIATIONS.—

8 There are authorized to be appropriated for the pur-
9 pose of carrying out the program described in para-
10 graph (1) \$1,000,000,000 for each of fiscal years
11 2027 through 2031, to remain available for obliga-
12 tion and expenditure during the fiscal year suc-
13 ceeding the fiscal year for which they are appro-
14 priated.

15 (b) UPDATED GUIDANCE.—Not later than 1 year
16 after the date of the enactment of this section, the Sec-
17 retary shall develop and make publicly available guidance
18 on integration in State educational agencies and local edu-
19 cational agencies, including information on Federal trans-
20 portation and housing resources that may be used to aid
21 in such integration.

1 **Subtitle B—Educator and Staff**
2 **Support**

3 **PART 1—PROFESSIONAL DEVELOPMENT**

4 **SEC. 22101. PROFESSIONAL DEVELOPMENT.**

5 Section 2103(b)(3)(E) of the Elementary and Sec-
6 ondary Education Act of 1965 (20 U.S.C. 6613(b)(3)(E))
7 is amended—

8 (1) in clause (i), by inserting “and develop dig-
9 ital literacy, media literacy, and AI literacy skills”
10 before the semicolon;

11 (2) in clause (v), by striking “and”;

12 (3) in clause (vi), by striking the semicolon and
13 inserting “; and”; and

14 (4) by adding at the end the following:

15 “(vii) reduce and prevent bullying and
16 harassment in schools;

17 “(viii) develop cultural competency
18 and implement culturally relevant curricula
19 and instruction in the classroom;

20 “(ix) integrate restorative practices
21 (as such term is defined in section 21002
22 in Transforming Education for the Future
23 Act) into multi-tiered system of supports
24 frameworks, positive behavior interventions

1 and supports, and other disciplinary proce-
2 dures and processes in schools;

3 “(x) develop resources and supports
4 for students who identify as lesbian, gay,
5 bisexual, transgender, queer, or any other
6 minority sexual or gender identity; and

7 “(xi) integrate arts and design prin-
8 ciples into curricula and instruction cen-
9 tered on science, technology, engineering,
10 and math (commonly referred to as
11 ‘STEM’).”.

12 **PART 2—AMERICAN TEACHERS**

13 **SEC. 22201. GRANTS TO SUPPORT STATE EFFORTS TO IN-**
14 **CREASE TEACHER SALARIES.**

15 (a) **TEACHER SALARY INCENTIVE GRANTS.—**

16 (1) **PURPOSE.**—The purpose of this section is
17 to ensure that each teacher who is employed full-
18 time at a qualifying school in a State earns an an-
19 nual salary for any year of employment of not less
20 than \$60,000 (adjusted for inflation).

21 (2) **GRANTS FOR MINIMUM SALARY THRESH-**
22 **OLD.—**

23 (A) **IN GENERAL.**—From amounts made
24 available to carry out this section, the Secretary

1 of Education shall award 4-year grants to State
2 educational agencies.

3 (B) APPLICATION.—To be eligible to re-
4 ceive a grant under this section, a State edu-
5 cational agency shall submit an application to
6 the Secretary at such time, in such manner,
7 and containing such information as the Sec-
8 retary may require, including—

9 (i) the plan required under subpara-
10 graph (C); and

11 (ii) the assurances required under
12 subparagraph (D).

13 (C) SUSTAINABILITY PLAN.—The Sec-
14 retary shall require a State educational agency
15 submitting an application under subparagraph
16 (B) to provide a plan that demonstrates how,
17 following the conclusion of the 4-year grant pe-
18 riod, such agency will continue to maintain and
19 adjust the annual base minimum salary in ac-
20 cordance with subsection (b).

21 (D) REQUIRED ASSURANCES.—The Sec-
22 retary shall require a State educational agency
23 submitting an application under subparagraph
24 (B) to provide an assurance in such application
25 that—

1 (i) if necessary to achieve the purpose
2 of this section, the State will enact and en-
3 force legislation to establish a statewide
4 teacher salary schedule or otherwise to es-
5 tablish minimum teacher salary require-
6 ments;

7 (ii) each teacher described in para-
8 graph (1) will be compensated on a salary
9 basis at an annual rate per school year
10 that is not less than the salary threshold
11 described in subsection (b);

12 (iii) each teacher who is employed
13 part-time at a qualifying school in a State
14 will be compensated on a salary basis at an
15 annual rate per school year that is not less
16 than the salary threshold described in sub-
17 section (b), proportionately reduced in ac-
18 cordance with the number of hours worked
19 by such teacher;

20 (iv) priority will be given to local edu-
21 cational agencies in accordance with sub-
22 paragraph (E)(ii); and

23 (v) the State educational agency will,
24 upon request by the Secretary, carry out

1 the compliance demonstration in accord-
2 ance with subsection (c)(3).

3 (E) SUBGRANTS.—

4 (i) IN GENERAL.—A State educational
5 agency awarded a grant under this section
6 shall use not less than 85 percent of the
7 grant funds to award subgrants to local
8 educational agencies to carry out the pur-
9 pose of this section.

10 (ii) PRIORITY.—The State educational
11 agency, in allocating funds to local edu-
12 cational agencies under this section, shall
13 give priority to local educational agen-
14 cies—

15 (I) serving greater numbers or
16 percentages of elementary or sec-
17 ondary schools receiving funds under
18 title I of the Elementary and Sec-
19 ondary Education Act of 1965 (20
20 U.S.C. 6301 et seq.); or

21 (II) with respect to which all of
22 the schools served by the local edu-
23 cational agency are designated with a
24 locale code of 41, 42, or 43, as deter-
25 mined by the Secretary.

1 (b) SALARY THRESHOLD.—

2 (1) IN GENERAL.—For school year 2027–2028,
3 the base minimum salary dollar amount shall be
4 \$60,000.

5 (2) INFLATION ADJUSTMENT.—For school year
6 2028–2029 and each succeeding school year, the dol-
7 lar amount referred to in paragraph (1) shall be
8 deemed to refer to the dollar amount calculated
9 under this subsection for the preceding school year,
10 increased by a percentage equal to the annual per-
11 centage increase in the Consumer Price Index for All
12 Urban Consumers published by the Department of
13 Labor for the most recent calendar year.

14 (3) NO SALARY LIMIT.—The base minimum sal-
15 ary dollar amount may be greater than the dollar
16 amount described in paragraphs (1) or (2).

17 (c) SUPPLEMENT, NOT SUPPLANT.—

18 (1) IN GENERAL.—Grant funds received under
19 this section shall be used to supplement and not
20 supplant other Federal, State, and local public funds
21 that would, in the absence of such Federal funds, be
22 made available for teacher base salaries.

23 (2) MAINTENANCE OF EFFORT.—A State edu-
24 cational agency or local educational agency shall not
25 reduce or adjust any teacher pay or State teacher

1 loan forgiveness program due to the eligibility of
2 teachers within the jurisdiction of such agency for
3 pay supplementation under this section.

4 (3) COMPLIANCE DEMONSTRATION TO SEC-
5 RETARY.—Each State educational agency and local
6 educational agency, upon request by the Secretary,
7 shall demonstrate that the methodology used to allo-
8 cate teacher pay and State teacher loan forgiveness
9 (if applicable) to teachers and qualifying schools en-
10 sures that each such teacher and school receives the
11 same State and local funds for teacher compensation
12 it would receive if this section had not been enacted.

13 **SEC. 22202. GRANTS FOR ADJUSTMENT OF TEACHER SALA-**
14 **RIES.**

15 (a) IN GENERAL.—From amounts made available to
16 carry out this section, the Secretary of Education shall
17 award grants to eligible State educational agencies to pro-
18 vide, in accordance with subsection (c), cost-of-living ad-
19 justments to the annual base salary of such State and the
20 annual salary of each teacher who is employed full-time
21 at a qualifying school in such State.

22 (b) APPLICATION.—To be eligible to receive such a
23 grant, the State educational agency shall submit an appli-
24 cation to the Secretary at such time, in such manner, and
25 containing such information as the Secretary may require,

1 including the demonstration required under subsection
2 (d)(2).

3 (c) ADJUSTMENT.—The annual base salary of the
4 State and the annual salary of each teacher described in
5 subsection (a) shall be increased by a percentage equal to
6 the annual percentage increase in the Consumer Price
7 Index for All Urban Consumers published by the Depart-
8 ment of Labor for the most recent calendar year.

9 (d) ELIGIBLE STATE DEFINED.—In this section, the
10 term “eligible State education agency” means a State edu-
11 cational agency—

12 (1) with an annual base salary of not less than
13 \$60,000 for teachers who are employed full-time at
14 a qualifying school; and

15 (2) that demonstrates in the application sub-
16 mitted under subsection (b) that, due to inflation,
17 such State is unable to adjust such base salary or
18 the annual salaries of such teachers for cost-of-liv-
19 ing.

20 **SEC. 22203. ENHANCED AWARENESS OF THE VALUE OF**
21 **TEACHING PROFESSION.**

22 The Secretary may reserve not more than 4 percent
23 of the funds appropriated under section 22206 to carry
24 out a national campaign—

- 1 (1) to increase awareness about the importance
2 of teachers and the value of the teaching profession;
3 (2) to encourage secondary school and college
4 students to consider teaching as a professional ca-
5 reer; and
6 (3) to diversify the pool of individuals who enter
7 the teaching profession.

8 **SEC. 22204. RULE OF CONSTRUCTION.**

9 Nothing in this subtitle shall be construed to alter
10 or otherwise affect the rights, remedies, and procedures
11 afforded to school or local educational agency employees
12 under Federal, State, or local laws (including applicable
13 regulations, court orders, or requirements that local edu-
14 cational agencies negotiate or meet and confer in good
15 faith) or under the terms of collective bargaining agree-
16 ments, memoranda of understanding, or other agreements
17 between such employers and their employees.

18 **SEC. 22205. DEFINITIONS.**

19 In this subtitle:

- 20 (1) **QUALIFYING SCHOOL.**—The term “quali-
21 fying school” means, with respect to any school year,
22 a public elementary school or a public secondary
23 school.
24 (2) **TEACHER.**—The term “teacher” means an
25 individual who—

1 (A) is a teacher of record who provides di-
2 rect classroom teaching (or classroom-type
3 teaching in a nonclassroom setting) in a quali-
4 fying school for not less than the normal or
5 statutory number of hours of work for a full-
6 time or part-time teacher over a complete
7 school year (as determined by the State in
8 which the school is located);

9 (B) meets the applicable requirements for
10 State certification or licensure, as applicable, in
11 the State in which such school is located and in
12 the subject area in which the individual is the
13 teacher of record; and

14 (C) possesses skills and knowledge needed
15 for effective classroom practice, including with
16 respect to demonstrating the ability to improve
17 student learning.

18 (3) TEACHER OF RECORD.—The term “teacher
19 of record” means a teacher who has—

20 (A) been assigned the responsibility for
21 specified pupils’ learning in a grade, subject, or
22 course as reflected on the school’s official
23 record of attendance;

24 (B) learned and developed extensive teach-
25 ing and basic classroom management skills; and

1 (C) demonstrated the ability to plan and
2 deliver instruction to students from different
3 cultural backgrounds and with different learn-
4 ing styles and to assess and support student
5 learning.

6 **SEC. 22206. AUTHORIZATION OF APPROPRIATIONS.**

7 There are authorized to be appropriated to carry out
8 this part such sums as may be necessary for fiscal years
9 2027 through 2031.

10 **PART 3—PREPARING AND RETAINING ALL**
11 **PARAEDUCATORS**

12 **SEC. 22301. GRANTS TO SUPPORT EFFORTS TO RECRUIT**
13 **AND RETAIN PARAPROFESSIONALS IN**
14 **SCHOOLS.**

15 (a) IN GENERAL.—The Secretary of Education shall
16 carry out a program under which the Secretary makes al-
17 lotments to State educational agencies to assist States,
18 local educational agencies, and educational service agen-
19 cies in recruiting and retaining paraprofessionals in public
20 elementary schools, secondary schools, and preschool pro-
21 grams.

22 (b) STATE-BY-STATE ALLOCATION.—Each State
23 educational agency that has an application approved by
24 the Secretary under subsection (e)(1) shall be allocated
25 an amount that bears the same relationship to the amount

1 appropriated to carry out this subtitle for each fiscal year
2 as the amount received by all local educational agencies
3 in the State under part A of title I of the Elementary
4 and Secondary Education Act of 1965 (20 U.S.C. 6311
5 et seq.) for the previous fiscal year bears to the total
6 amount received under such part for such fiscal year by
7 all local educational agencies in every State.

8 (c) USE OF FUNDS.—

9 (1) STATE RESERVATION.—A State educational
10 agency that receives an allotment under subsection
11 (b) may reserve not more than 5 percent of the al-
12 lotment for administrative activities relating to the
13 grant program under paragraph (2) and to carry out
14 statewide activities to support the recruitment and
15 retention of paraprofessionals in public elementary
16 schools, secondary schools, and preschool programs
17 in the State.

18 (2) SUBGRANTS TO ELIGIBLE ENTITIES.—From
19 amounts received under subsection (b) and not re-
20 served under paragraph (1), a State educational
21 agency shall make subgrants to eligible entities, on
22 a competitive basis, to support the recruitment and
23 retention of paraprofessionals in public elementary
24 schools, secondary schools, and preschool programs,
25 which may include activities such as—

1 (A) establishing paraprofessional leader in-
2 duction and mentoring programs that are evi-
3 dence-based (to the extent a State determines
4 that such evidence is reasonably available) and
5 designed to—

6 (i) improve classroom instruction and
7 student learning and achievement, includ-
8 ing through improving school leadership
9 programs; and

10 (ii) increase the retention of para-
11 professionals;

12 (B) developing and implementing high-
13 quality professional development programs to
14 recruit and retain paraprofessionals in the ele-
15 mentary schools, secondary schools, and pre-
16 school programs served by eligible entities;

17 (C) providing paraprofessionals with the
18 skills, credentials, or certifications needed to
19 educate all students, such as—

20 (i) a special education certificate;

21 (ii) an English learner certificate;

22 (iii) an advanced paraeducator certifi-
23 cation to support specialized instruction;
24 and

25 (iv) a certification in teaching; and

1 (D) increasing wages for paraprofessionals
2 or providing bonus pay incentives to retain and
3 recruit paraprofessionals.

4 (d) PRIORITY.—

5 (1) IN GENERAL.—In making subgrants to eli-
6 gible entities under subsection (c)(2), a State edu-
7 cational agency shall give priority to entities—

8 (A) that serve greater numbers or percent-
9 ages of children from low-income families;

10 (B) in which all schools served by the enti-
11 ty are designated with a locale code of 41, 42,
12 or 43, as determined by the Secretary of Edu-
13 cation; or

14 (C) in which all schools served by the enti-
15 ty—

16 (i) receive special assistance payments
17 under section 11(a)(1)(F) of the Richard
18 B. Russell National School Lunch Act (42
19 U.S.C. 1759a(a)(1)(F)); and

20 (ii) have an identified student percent-
21 age (as such term is defined in section
22 245.9(f)(1)(iii) of title 7, Code of Federal
23 Regulations (or any successor regulations))
24 of not less than the applicable threshold
25 under section 11(a)(1)(F)(viii) of the Rich-

1 ard B. Russell National School Lunch Act
2 (42 U.S.C. 1759a(a)(1)(F)(viii)).

3 (2) LOW-INCOME FAMILY.—For purposes of
4 paragraph (1)(A), the term “low-income family”
5 means a family—

6 (A) in which a child is eligible for the
7 school lunch program under the Richard B.
8 Russell National School Lunch Act (42 U.S.C.
9 1751 et seq.);

10 (B) in which the child is—

11 (i) enrolled in a school that receives
12 special assistance payments under section
13 11(a)(1)(F) of the Richard B. Russell Na-
14 tional School Lunch Act (42 U.S.C.
15 1759a(a)(1)(F)); and

16 (ii) is an identified student (as defined
17 in section 11(a)(1)(F)(i) of that Act (42
18 U.S.C. 1759a(a)(1)(F)(i)));

19 (C) receiving assistance under the program
20 of block grants to States for temporary assist-
21 ance for needy families established under part
22 A of title IV of the Social Security Act (42
23 U.S.C. 601 et seq.); or

24 (D) in which the child is eligible to receive
25 medical assistance under the Medicaid program

1 under title XIX of the Social Security Act (42
2 U.S.C. 1396 et seq.).

3 (e) APPLICATIONS.—

4 (1) STATE APPLICATIONS.—

5 (A) IN GENERAL.—To be eligible to receive
6 a grant under subsection (a), a State edu-
7 cational agency shall submit an application to
8 the Secretary at such time, in such manner,
9 and containing such information as the Sec-
10 retary may require.

11 (B) REQUIRED ASSURANCES.—A State
12 educational agency submitting an application
13 under subparagraph (A) shall include in such
14 application an assurance that—

15 (i) in making subgrants under sub-
16 section (c)(2), the State will give priority
17 to eligible entities described in subsection
18 (d); and

19 (ii) the State educational agency will
20 comply with the reporting requirements
21 under subsection (f).

22 (2) ELIGIBLE ENTITY APPLICATIONS.—To be
23 eligible to receive a subgrant from a State edu-
24 cational agency under subsection (c)(2), an eligible
25 entity shall submit an application to the State edu-

1 cational agency at such time, in such manner, and
2 containing such information as the State educational
3 agency may require.

4 (f) IMPLEMENTATION AND EVALUATION.—On an an-
5 nual basis, in each fiscal year for which a State edu-
6 cational agency receives a grant under this section, such
7 agency shall prepare and submit to the Secretary of Edu-
8 cation a report that includes—

9 (1) updated average paraprofessional pay base-
10 lines for that fiscal year, disaggregated by the state-
11 wide average and the average within the schools
12 served by each eligible entity in the State;

13 (2) a description of how the State and eligible
14 entities in the State increased the average wages for
15 paraprofessional baselines in a manner consistent
16 with the statewide annual goals for the cor-
17 responding fiscal year;

18 (3) updated data on the number of paraprofes-
19 sionals employed by eligible entities in the State—

20 (A) who earn less than the average wage
21 for paraprofessionals in the State; and

22 (B) who earn less than the average wage
23 for paraprofessionals employed by the eligible
24 entity concerned;

1 (4) identification of any eligible entity that used
2 a subgrant under subsection (c)(2) to increase the
3 number of paraprofessionals employed in the schools
4 and preschools served by such entity;

5 (5) a description of the actions the State edu-
6 cational agency will take in the next fiscal year to
7 support eligible entities experiencing a shortage of
8 paraprofessionals; and

9 (6) a description of any professional develop-
10 ment activities used by eligible entities to recruit and
11 retain paraprofessionals.

12 (g) RULES OF CONSTRUCTION FOR COLLECTIVE
13 BARGAINING.—

14 (1) IN GENERAL.—Subject to paragraph (2),
15 nothing in this section shall be construed to alter or
16 otherwise affect the rights, remedies, and procedures
17 afforded to school employees or employees of an eli-
18 gible entity under Federal, State, or local laws (in-
19 cluding applicable regulations or court orders) or
20 under the terms of collective bargaining agreements,
21 memoranda of understanding, or other agreements
22 between such employers and their employees.

23 (2) COMPLIANCE.—Paragraph (1) shall not be
24 construed to exempt a State, eligible entity, or
25 school from complying with this section or from ne-

1 gotiating in compliance with State labor laws to
2 comply with this section.

3 (h) AUTHORIZATION OF APPROPRIATIONS.—There
4 are authorized to be appropriated to carry out this section
5 such sums as may be necessary for each of fiscal years
6 2027 through 2031.

7 (i) DEFINITIONS.—In this section:

8 (1) ELIGIBLE ENTITY.—The term “eligible enti-
9 ty” means—

10 (A) an educational service agency that
11 serves a high-need school or a consortium of
12 high-need schools; or

13 (B) a local educational agency.

14 (2) HIGH-NEED SCHOOL.—The term “high-need
15 school” has the meaning given that term in section
16 2243(f)(2) of the Elementary and Secondary Edu-
17 cation Act of 1965 (20 U.S.C. 6673(f)(2)).

18 (3) PARAPROFESSIONAL.—The term “para-
19 professional” has the meaning given that term in
20 section 3201 of the Elementary and Secondary Edu-
21 cation Act of 1965 (20 U.S.C. 7011).

22 (4) PRESCHOOL PROGRAM.—The term “pre-
23 school program” means a program that—

1 (A) provides for the care, development, and
2 education of infants, toddlers, or young children
3 age 5 and under;

4 (B) meets any applicable State or local
5 government licensing, certification, approval,
6 and registration requirements; and

7 (C) is operated by a public or private
8 school that is supported, sponsored, supervised,
9 or administered by an eligible entity.

10 **PART 4—SUPPORTING THE MENTAL HEALTH OF**
11 **EDUCATORS AND STAFF**

12 **SEC. 22401. DISSEMINATION OF BEST PRACTICES.**

13 Not later than 2 years after the date of enactment
14 of this Act, the Secretary of Health and Human Services,
15 in consultation with the Secretary of Education, shall
16 identify and disseminate evidence-based or evidence-in-
17 formed best practices for—

18 (1) preventing suicide and improving mental
19 health and resiliency among education professionals
20 and other school staff; and

21 (2) training education professionals and other
22 school staff in appropriate strategies to support,
23 maintain, and promote their mental health.

1 **SEC. 22402. EDUCATION AND AWARENESS INITIATIVE EN-**
2 **COURAGING USE OF MENTAL HEALTH AND**
3 **SUBSTANCE USE DISORDER SERVICES.**

4 (a) IN GENERAL.—The Secretary of Health and
5 Human Services (in this section referred to as the “Sec-
6 retary”), in consultation with relevant stakeholders, in-
7 cluding medical professional associations, shall establish a
8 national evidence-based or evidence-informed education
9 and awareness initiative—

10 (1) to encourage education professionals and
11 other school staff to seek support and care for their
12 mental health or substance use concerns, to help
13 such professionals and staff identify factors associ-
14 ated with risks for suicide and mental health condi-
15 tions, and to help such professionals and staff learn
16 how best to respond to such risks, with the goal of
17 preventing suicide, mental health conditions, and
18 substance use disorders; and

19 (2) to address stigma associated with seeking
20 mental health and substance use disorder services.

21 (b) REPORTING.—Not later than 2 years after the
22 date of enactment of this Act, the Secretary shall provide
23 to the Congress an update on the activities and outcomes
24 of the initiative under subsection (a), including a descrip-
25 tion of quantitative and qualitative metrics used to evalu-
26 ate such activities and outcomes.

1 (c) AUTHORIZATION OF APPROPRIATIONS.—There
2 are authorized to be appropriated to carry out this section
3 \$10,000,000 for each of fiscal years 2027 through 2029.

4 **SEC. 22403. PROGRAMS TO PROMOTE MENTAL HEALTH**
5 **AMONG THE EDUCATION WORKFORCE.**

6 The Public Health Service Act is amended by insert-
7 ing after section 764A (42 U.S.C. 294t) the following:

8 **“SEC. 764B. PROGRAMS TO PROMOTE MENTAL HEALTH**
9 **AMONG THE EDUCATION WORKFORCE.**

10 “(a) PROGRAMS TO PROMOTE MENTAL HEALTH
11 AMONG EDUCATION PROFESSIONALS AND OTHER
12 SCHOOL STAFF.—

13 “(1) IN GENERAL.—The Secretary shall award
14 grants or contracts to eligible entities to establish or
15 enhance evidence-based or evidence-informed pro-
16 grams dedicated to improving mental health and re-
17 siliency for education professionals and other school
18 staff.

19 “(2) ELIGIBILITY.—To be eligible to receive a
20 grant or contract under this subsection, an entity
21 shall be a State educational agency, a local edu-
22 cational agency, an institution of higher education,
23 or a consortia thereof.

24 “(3) USE OF FUNDS.—A recipient of a grant or
25 contract under this subsection shall use funds re-

1 ceived through the grant or contract to implement a
2 new program or enhance an existing program to pro-
3 mote mental health among education professionals
4 and other school staff, which may include—

5 “(A) improving awareness among edu-
6 cation professionals and other school staff
7 about risk factors for, and signs of, suicide and
8 mental health or substance use disorders, in ac-
9 cordance with evidence-based or evidence-in-
10 formed practices;

11 “(B) establishing new, or enhancing exist-
12 ing, evidence-based or evidence-informed pro-
13 grams for preventing suicide and improving
14 mental health and resiliency among education
15 professionals and other school staff;

16 “(C) establishing new, or enhancing exist-
17 ing, peer-support programs among education
18 professionals and other school staff; or

19 “(D) providing mental health care, follow-
20 up services and care by a licensed or certified
21 mental health professional (including by means
22 of telehealth), or a referral for such care or
23 services by a licensed or certified mental health
24 professional, as appropriate.

1 “(4) PRIORITY.—In awarding grants and con-
2 tracts under this subsection, the Secretary shall give
3 priority to eligible entities in areas with a high per-
4 centage of schools receiving financial assistance
5 under part A of title I of the Elementary and Sec-
6 ondary Education Act of 1965.

7 “(b) TRAINING GRANTS.—The Secretary may estab-
8 lish a program to award grants to institutions of higher
9 education, State educational agencies, local educational
10 agencies, State or local governments, Indian Tribes or
11 Tribal organizations, or other appropriate public or pri-
12 vate nonprofit entities (or consortia of entities, including
13 entities promoting multidisciplinary approaches) to sup-
14 port the inclusion in educator preparation programs (in-
15 cluding administrator preparation programs), and in
16 training, continuing education, or professional develop-
17 ment programs for education professionals and other
18 school staff, of evidence-based or evidence-informed strate-
19 gies—

20 “(1) to address mental and substance use dis-
21 orders; and

22 “(2) to improve mental health and resiliency
23 among education professionals and other school
24 staff.

1 “(c) GRANT TERMS.—A grant or contract awarded
2 under subsection (a) or (b) shall be for a period of 3 years.

3 “(d) APPLICATION SUBMISSION.—An entity seeking
4 a grant or contract under subsection (a) or (b) shall sub-
5 mit an application to the Secretary at such time, in such
6 manner, and accompanied by such information as the Sec-
7 retary may require.

8 “(e) ANNUAL REPORT.—An entity awarded a grant
9 or contract under subsection (a) or (b) shall submit to the
10 Secretary an annual report evaluating the activities sup-
11 ported by the grant or contract.

12 “(f) DEFINITIONS.—In this section:

13 “(1) The term ‘institution of higher education’
14 has the meaning given to such term in section 101
15 of the Higher Education Act of 1965.

16 “(2) The terms ‘local educational agency’ and
17 ‘State educational agency’ have the meanings given
18 to such terms in section 8101 of the Elementary and
19 Secondary Education Act of 1965.

20 “(g) AUTHORIZATION OF APPROPRIATIONS.—To
21 carry out this section, there is authorized to be appro-
22 priated \$35,000,000 for each of fiscal years 2027 through
23 2029.”.

1 **SEC. 22404. REVIEW WITH RESPECT TO EDUCATION WORK-**
2 **FORCE MENTAL HEALTH AND RESILIENCY.**

3 (a) IN GENERAL.—Not later than 2 years after the
4 date of enactment of this Act, the Secretary of Health and
5 Human Services (in this section referred to as the “Sec-
6 retary”), in consultation with relevant stakeholders,
7 shall—

8 (1) conduct a review on improving—

9 (A) the mental health of education profes-
10 sionals and other school staff; and

11 (B) the outcomes of programs authorized
12 under this part and section 764B of the Public
13 Health Service Act; and

14 (2) submit a report to the Congress on the re-
15 sults of such review.

16 (b) CONSIDERATIONS.—The review under subsection
17 (a) may include—

18 (1) assessing the prevalence and severity of
19 mental health conditions among education profes-
20 sionals and other school staff, and determining the
21 factors that contribute to those mental health condi-
22 tions;

23 (2) assessing barriers to seeking and accessing
24 mental health care for education professionals and
25 other school staff, and actions taken by State edu-
26 cational agencies and local educational agencies, or

1 other organizations, as appropriate, to address such
2 barriers;

3 (3) determining the effects of the COVID–19
4 public health emergency on the mental health of
5 education professionals and other school staff and
6 lessons learned for future public health emergencies;

7 (4) assessing programs and policies that pro-
8 mote mental health and resiliency among education
9 professionals and other school staff, including pro-
10 grams and policies to strengthen mental health and
11 resiliency among education professionals and other
12 school staff; and

13 (5) assessing the efficacy of training programs
14 for education professionals and other school staff
15 that promote resiliency and improve mental health.

16 (c) RECOMMENDATIONS.—The review under sub-
17 section (a), as appropriate, shall identify best practices re-
18 lated to, and make recommendations to address—

19 (1) improving mental health and resiliency
20 among education professionals and other school
21 staff;

22 (2) removing barriers to mental health care for
23 education professionals and other school staff; and

1 (3) strategies to promote resiliency among edu-
2 cation professionals and other school staff in health
3 care settings.

4 **SEC. 22405. GAO REPORT.**

5 Not later than 4 years after the date of enactment
6 of this Act, the Comptroller General of the United States
7 shall submit to the Congress a report on the extent to
8 which Federal substance use disorder and mental health
9 grant programs address the prevalence and severity of
10 mental health conditions and substance use disorders
11 among education professionals and other school staff.
12 Such report shall—

13 (1) include an analysis of available evidence and
14 data related to such conditions and programs; and

15 (2) assess whether there are duplicative goals
16 and objectives among such grant programs.

17 **Subtitle C—School Climate and**
18 **Safety**

19 **PART 1—FENTANYL AWARENESS FOR CHILDREN**
20 **AND TEENS IN SCHOOLS**

21 **Subpart A—Definitions**

22 **SEC. 23111. DEFINITIONS.**

23 In this part:

24 (1) **CLASSIFIED SCHOOL EMPLOYEE.**—The term
25 “classified school employee” means an employee of a

1 State or of any political subdivision of a State, or an
2 employee of a nonprofit organization, who works in
3 any grade from prekindergarten through high school
4 in any of the following occupational specialties:

5 (A) Paraprofessional, including
6 paraeducator services.

7 (B) Clerical and administrative services.

8 (C) Transportation services.

9 (D) Food and nutrition services.

10 (E) Custodial and maintenance services.

11 (F) Security services.

12 (G) Health and student services.

13 (H) Technical services.

14 (I) Skilled trades.

15 (2) SECRETARY.—The term “Secretary”, unless
16 otherwise specified, refers to the Secretary of Health
17 and Human Services.

18 (3) SYNTHETIC OPIOIDS.—The term “synthetic
19 opioids” means substances, including fentanyl and
20 any substituted derivative of fentanyl, that—

21 (A) are synthesized in a laboratory; and

22 (B) act on the same targets in the brain
23 as natural opioids to produce analgesic effects.

1 **Subpart B—Partnership Grants for Local and State**
2 **Educational Agencies**
3 **SEC. 23121. SYNTHETIC OPIOID MISUSE AND OVERDOSE**
4 **EDUCATION, AWARENESS, AND PREVENTION**
5 **PILOT PROGRAM.**

6 (a) IN GENERAL.—The Secretary, in consultation
7 with the Secretary of Education, shall administer a pilot
8 program to provide financial assistance to eligible partner-
9 ships for the prevention of, treatment of, and recovery
10 from, disorders stemming from the misuse of synthetic
11 opioids by secondary school–aged children.

12 (b) DEFINITIONS.—In this section:

13 (1) ELIGIBLE PARTNERSHIP.—The term “eligi-
14 ble partnership” means a partnership of—

15 (A) a local educational agency, a State
16 educational agency, a Bureau of Indian Edu-
17 cation school, an educational service agency, or
18 a consortium of entities that includes a State,
19 local, territorial, or Tribal education agency or
20 organization seeking to establish or expand a
21 program to reduce the misuse of synthetic
22 opioids and establish recovery programs or serv-
23 ices for children, adolescents, and young adults;
24 and

25 (B) a State, local, territorial, or Tribal
26 health agency or organization, a qualified non-

1 governmental entity with appropriate expertise
2 in providing substance use disorder education,
3 prevention, and treatment services or programs
4 for secondary school-aged children, as defined
5 by the Secretary, or a consortium of entities
6 that includes a State, local, territorial, or Tribal
7 health agency or organization.

8 (2) RECOVERY PROGRAM.—The term “recovery
9 program” means a program—

10 (A) to help secondary school-aged children
11 who are recovering from substance use dis-
12 orders to initiate, stabilize, and maintain
13 healthy and productive lives in the community;
14 and

15 (B) that includes peer-to-peer support de-
16 livered by individuals with lived experience in
17 recovery, and communal activities to build re-
18 covery skills and supportive social networks.

19 (c) PILOT PROGRAM AUTHORIZED.—The Secretary,
20 in consultation with the Secretary of Education, shall
21 award 3-year grants, on a competitive basis, to up to 25
22 eligible partnerships to enable such partnerships to pre-
23 vent the misuse of synthetic opioids by secondary school-
24 aged children.

1 (d) USE OF FUNDS.—An eligible partnership that re-
2 ceives a grant under this section shall use amounts made
3 available through such grant for evidence-based activities,
4 which may include any of the following:

5 (1) Developing evidence-based materials for
6 teachers to use as a component of classroom instruc-
7 tion, and sharing these materials with parents and
8 families.

9 (2) Designing evidence-based professional devel-
10 opment for teachers, school leaders, specialized in-
11 structional support personnel, classified school em-
12 ployees, and other school staff members.

13 (3) Developing in- and out-of-school workshops
14 and accessible and tailored content for students,
15 families, and teachers to attain information about
16 the misuse of synthetic opioids.

17 (4) Creating efficient and effective multimedia
18 communication campaigns, including through social
19 media, to maximize outreach efforts to students,
20 parents, and families.

21 (5) Awarding contracts to nonprofit organiza-
22 tions—

23 (A) specializing in substance misuse pre-
24 vention education efforts;

1 (B) with demonstrated success in reaching,
2 engaging, and supporting local and State edu-
3 cational agencies, Bureau of Indian Education
4 schools, and other schools; and

5 (C) with expertise in designing recovery
6 programs for synthetic opioid misuse and over-
7 dose prevention.

8 (6) Establishing peer-to-peer counseling pro-
9 grams for students at secondary schools to support
10 the work of school-based mental health professionals
11 in preventing the misuse of synthetic opioids.

12 (7) Other purposes as may be specified by the
13 Secretary.

14 (e) APPLICATIONS AND ASSURANCES.—To seek a
15 grant under this section, an eligible partnership shall sub-
16 mit an application to the Secretary at such time, in such
17 manner, and containing such information as the Secretary
18 may reasonably require, which shall include the following:

19 (1) A description, containing qualitative and
20 quantitative information, of the existing need for
21 such a grant in the area proposed to be served
22 through the grant, which description may include in-
23 formation on—

1 (A) the rate of misuse of and overdoses at-
2 tributable to synthetic opioids among youth
3 under the age of 21;

4 (B) if available, data indicating the trend
5 of synthetic opioid misuse and overdoses among
6 youth under the age of 21 over the past 5
7 years; and

8 (C) the availability of synthetic opioids.

9 (2) A description of the initiatives, activities, or
10 programs the eligible partnership will fund through
11 the grant, including how such initiatives, activities,
12 or programs will reduce the misuse of and overdoses
13 attributable to synthetic opioids in the area proposed
14 to be served through the grant.

15 (3) A description of how the eligible partnership
16 will establish a local interagency agreement to en-
17 sure adequate and effective collaboration among en-
18 tities in the partnership to carry out the initiatives,
19 activities, or programs described in paragraph (2).

20 (4) A description of how the initiatives, activi-
21 ties, or programs described in paragraph (2) will be
22 linguistically appropriate and culturally responsive
23 for students and families served by the eligible part-
24 nership.

1 (5) A description of how the initiatives, activi-
2 ties, or programs described in paragraph (2) will
3 support students and families served by the eligible
4 partnership in reversing individual and community-
5 wide effects of synthetic opioid misuse and
6 overdoses.

7 (6) An assurance that—

8 (A) persons providing services through the
9 grant awarded to the eligible partnership will be
10 adequately trained to provide such services; and

11 (B) teachers, school leaders, administra-
12 tors, specialized instructional support personnel,
13 representatives of local Indian Tribes or Tribal
14 organizations as appropriate, other school per-
15 sonnel, and parents or guardians of students
16 participating in services funded through a grant
17 under this section will be engaged in the design
18 and implementation of the initiatives, activities,
19 or programs described in paragraph (2).

20 (7) A description of how the eligible partnership
21 will support and integrate existing school, local edu-
22 cational agency, and State initiatives, activities, or
23 programs with the initiatives, activities, or programs
24 described in paragraph (2) to provide synthetic

1 opioid misuse and overdose prevention services for
2 students, as appropriate.

3 (f) PRIORITY.—In awarding grants under this sec-
4 tion, the Secretary shall give priority to eligible partner-
5 ships that have a higher rate of youth illicit drug use, in-
6 cluding the use of fentanyl and other synthetic opioids.

7 (g) DISTRIBUTION OF AWARDS.—Subject to sub-
8 section (f), the Secretary shall ensure that grants awarded
9 under this section are equitably distributed among the
10 geographical regions of the United States and among
11 Tribal, urban, suburban, and rural populations.

12 (h) SUPPLEMENT, NOT SUPPLANT.—Any services
13 provided through initiatives, activities, or programs car-
14 ried out under this section shall supplement, not supplant,
15 other Federal or State funds available to carry out activi-
16 ties described in this subpart.

17 (i) ACCOUNTABILITY.—

18 (1) REVIEW.—In accordance with section
19 23122(b), the Secretary shall regularly review the
20 initiatives, activities, or programs of eligible partner-
21 ships receiving a grant under this section to ensure
22 that such partnerships are using the grant for the
23 purposes for which it was provided.

24 (2) NOTIFICATION OF REPORTS.—Not later
25 than 90 days after the Secretary awards grants for

1 the first year of the program under this section, the
2 Secretary shall—

3 (A) require eligible partnerships receiving a
4 grant under this section to submit reports, on
5 an annual basis, detailing the initiatives, activi-
6 ties, or programs funded through such grant;
7 and

8 (B) notify such eligible partnerships of
9 such reporting requirement.

10 (3) TIMELINE OF REPORTS.—Each eligible
11 partnership receiving a grant under this section shall
12 submit the first report described in paragraph (2) to
13 the Secretary not later than one year after receiving
14 a grant under this section.

15 (4) CONTENT OF REPORTS.—Each report re-
16 quired under paragraph (2) shall include, at min-
17 imum, the following information:

18 (A) A description of the effectiveness of
19 the grant awarded under this section in reduc-
20 ing synthetic opioid misuse and overdose among
21 the students served by the eligible partnership.

22 (B) Details regarding the initiatives, activi-
23 ties, or programs funded through the grant and
24 further details about any subgrants awarded by

1 the eligible partnership to help carry out
2 planned initiatives, activities, or programs.

3 (C) To the extent practicable, narrative
4 statements from teachers, school leaders, spe-
5 cialized instructional support personnel, or
6 other relevant stakeholders describing the proc-
7 ess of implementing the initiatives, activities, or
8 programs developed through the grant.

9 (D) If applicable, a description of any chal-
10 lenges faced by the eligible partnership in
11 reaching or engaging parents, students, teach-
12 ers, school leaders, specialized instructional sup-
13 port personnel, and other relevant stakeholders
14 with the initiatives, activities, or programs de-
15 veloped through the grant.

16 (E) Any other information the Secretary
17 may require.

18 (5) SUBMISSION OF REPORTS.—Not later than
19 180 days after receiving reports from eligible part-
20 nerships receiving a grant under this section, the
21 Secretary shall submit such reports and a brief over-
22 view of the data and outcomes described in such re-
23 ports to the Committees on Education and Work-
24 force and Energy and Commerce of the House of

1 Representatives and the Committee on Health, Edu-
2 cation, Labor, and Pensions of the Senate.

3 (j) PUBLICATION OF PROGRAMS.—Each eligible part-
4 nership receiving a grant under this section shall—

5 (1) post on the eligible partnership’s publicly
6 accessible website the initiatives, activities, and pro-
7 grams supported through the grant; and

8 (2) disseminate to families served by the eligible
9 partnership, in widely accessible formats, content
10 from and information about such initiatives, activi-
11 ties, and programs.

12 (k) SHARING OF BEST PRACTICES.—The Secretary
13 shall—

14 (1) collect content from and information about
15 all initiatives, activities, and programs developed by
16 each eligible partnerships through a grant under this
17 section; and

18 (2) in conjunction with the Secretary of Edu-
19 cation, make such content and information publicly
20 available and widely accessible.

21 **SEC. 23122. AUTHORIZATION OF APPROPRIATIONS; RES-**
22 **ERVATION.**

23 (a) AUTHORIZATION.—There is authorized to be ap-
24 propriated to carry out section 23121 such sums as may
25 be necessary for each of fiscal years 2027 through 2029.

1 (b) RESERVATION FOR EVALUATION AND TECH-
2 NICAL ASSISTANCE.—The Secretary may reserve not more
3 than 5 percent of the funds appropriated under subsection
4 (a) for any fiscal year to—

5 (1) conduct a rigorous, independent evaluation
6 of the initiatives, activities, or programs funded
7 under section 23121;

8 (2) provide technical assistance and share best
9 practices with respect to initiatives, activities, or
10 programs that are developed by eligible partnerships
11 through grants under section 23121; and

12 (3) provide technical assistance to eligible part-
13 nerships applying for a grant under section 23121,
14 through the use of webinars, direct emails, mailed
15 outreach, and other strategies designed to reach un-
16 derserved eligible partnerships, including eligible
17 partnerships located in rural and remote areas.

18 **Subpart C—Establishment of Interagency Task Force**
19 **SEC. 23131. INTERAGENCY TASK FORCE ON PREVENTING**
20 **SYNTHETIC OPIOID MISUSE AND OVERDOSE**
21 **AMONG YOUTH.**

22 (a) ESTABLISHMENT.—Not later than 90 days after
23 the date of enactment of this Act, the Secretary shall es-
24 tablish a task force, to be known as the Interagency Task
25 Force on Preventing Opioid Misuse and Overdose Among

1 Youth (in this section referred to as the “Task Force”)
2 to identify, evaluate, and make recommendations to co-
3 ordinate and improve Federal responses to synthetic
4 opioid overdose and misuse in youth.

5 (b) MEMBERSHIP.—The membership of the Task
6 Force shall include—

7 (1) the officials serving under paragraphs (1)
8 through (9) of subsection (c); and

9 (2) the members serving under paragraphs
10 (10), (11), and (12) of subsection (c), to be ap-
11 pointed by the Secretary.

12 (c) COMPOSITION.—The Task Force shall be com-
13 posed of at least 12, but not more than 17, members as
14 follows:

15 (1) The Secretary of Health and Human Serv-
16 ices, who shall serve as Chair of the Task Force.

17 (2) The Secretary of Education.

18 (3) The Assistant Secretary for Mental Health
19 and Substance Use.

20 (4) The Assistant Secretary for Children and
21 Families.

22 (5) The Director of the Centers for Disease
23 Control and Prevention.

24 (6) The Assistant Secretary for Elementary and
25 Secondary Education.

1 (7) The Director of the Agency for Healthcare
2 Research and Quality.

3 (8) The Surgeon General of the United States.

4 (9) The Director of the National Institute of
5 Mental Health of the National Institutes of Health.

6 (10) At least two, and not more than three,
7 non-Federal representatives who are parents of
8 youth who died from an overdose of fentanyl or an-
9 other synthetic opioid.

10 (11) At least one, and not more than two, non-
11 Federal representatives of one or more nationally-
12 recognized nonprofit organizations working to raise
13 awareness about and prevent misuse of synthetic
14 opioids by youth.

15 (12) Such other Federal or non-Federal rep-
16 resentatives as determined by the Secretary.

17 (d) DUTIES.—The Task Force shall—

18 (1) develop and regularly update a report that
19 identifies, analyzes, and evaluates the state of Fed-
20 eral, State, and local programs to address synthetic
21 opioid misuse and overdose in youth, and identifies
22 best practices, including—

23 (A) a set of evidence-based, evidence-in-
24 formed, and promising practices with respect
25 to—

1 (i) prevention strategies for youth at
2 risk of fentanyl and synthetic opioids mis-
3 use and overdose;

4 (ii) the identification, screening, diag-
5 nosis, intervention, and treatment of youth
6 affected by synthetic opioid misuse;

7 (iii) the expeditious referral to, and
8 implementation of, practices and supports
9 that prevent and mitigate the effects of
10 synthetic opioid misuse and overdose in
11 youth; and

12 (iv) community-based or
13 multigenerational practices that support
14 youth and families affected by synthetic
15 opioid misuse and overdose; and

16 (B) Federal and State programs and ac-
17 tivities to prevent, screen, diagnose, intervene,
18 and treat synthetic opioid misuse and overdose
19 in youth; and

20 (2) develop and regularly update a national
21 strategy for—

22 (A) youth synthetic opioid misuse and
23 overdose prevention, taking into consideration
24 the findings of the reports under paragraph (1);
25 and

1 (B) how the Task Force and Federal de-
2 partments and agencies represented on the
3 Task Force will prioritize options for, and im-
4 plement a coordinated approach to, addressing
5 synthetic opioid misuse and overdose.

6 **SEC. 23132. RULE OF CONSTRUCTION.**

7 Nothing in this subpart shall be construed to limit
8 or otherwise alter the authority of any of the Federal
9 agencies referred to in section 24121(c) to carry out pro-
10 grams to reduce synthetic opioid overdose and misuse
11 under other provisions of law.

12 **Subpart D—Amendments to the Elementary and**
13 **Secondary Education Act of 1965**

14 **SEC. 23141. PROFESSIONAL DEVELOPMENT FOR SCHOOL**
15 **PERSONNEL.**

16 Section 2101(c)(4)(B) of the Elementary and Sec-
17 ondary Education Act of 1965 (20 U.S.C. 6611(c)(4)(B))
18 is amended—

19 (1) by redesignating clauses (xvi) through (xxi)
20 as clauses (xvii) through (xxii), respectively; and

21 (2) by inserting after clause (xv) the following:

22 “(xvi) Providing training for all school
23 personnel, including teachers, principals,
24 other school leaders, specialized instruc-
25 tional support personnel, paraprofessionals,

1 counselors, and mental health profes-
2 sionals, regarding how to address and pre-
3 vent the misuse of synthetic opioids, in-
4 cluding fentanyl or any substituted deriva-
5 tive of fentanyl, among students.”.

6 **SEC. 23142. AMENDMENTS TO LOCAL EDUCATIONAL AGEN-**
7 **CY PLANS.**

8 Section 1112(b) of the Elementary and Secondary
9 Education Act of 1965 (20 U.S.C. 6312(b)) is amended—

10 (1) in paragraph (12)(B), by striking “and” at
11 the end;

12 (2) by redesignating paragraph (13) as para-
13 graph (14); and

14 (3) by inserting after paragraph (12) the fol-
15 lowing:

16 “(13) how the local educational agency will en-
17 gage teachers and school leaders, in consultation
18 with parents, local educational agency administra-
19 tors, public health officials, paraprofessionals, spe-
20 cialized instructional support personnel, school coun-
21 selors, and school psychologists, to address and pre-
22 vent the misuse of synthetic opioids, including
23 fentanyl or any substituted derivative of fentanyl,
24 among students; and”.

1 **SEC. 23143. AMENDMENTS TO STATE EDUCATIONAL AGEN-**
2 **CY PLANS.**

3 Section 1111(g)(1) of the Elementary and Secondary
4 Education Act of 1965 (20 U.S.C. 6311(g)(1)) is amend-
5 ed—

6 (1) in subparagraph (F), by striking “and” at
7 the end;

8 (2) by redesignating subparagraph (G) as sub-
9 paragraph (H); and

10 (3) by inserting after subparagraph (F) the fol-
11 lowing:

12 “(G) how the State educational agency will
13 provide support to local educational agencies re-
14 ceiving assistance under this part in addressing
15 and preventing the misuse of synthetic opioids,
16 including fentanyl or any substituted derivative
17 of fentanyl, among students; and”.

18 **Subpart E—Amendments to Department of**
19 **Education Data Collection**

20 **SEC. 23151. NATIONAL CENTER FOR EDUCATION STATIS-**
21 **TICS SCHOOL CRIME AND SAFETY DATA.**

22 Section 153(a)(1)(H) of the Education Sciences Re-
23 form Act of 2002 (20 U.S.C. 9543(a)(1)(H)) is amend-
24 ed—

25 (1) in clause (ii), by striking “and” at the end;

1 (2) in clause (iii), by inserting “and” at the
2 end; and

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

4 “(iv) access to synthetic opioids, in-
5 cluding fentanyl, on school premises, and
6 the effects of such substances on school
7 safety and student health and well-being;”.

8 **Subpart F—School-Based Health Centers and**
9 **Reporting**

10 **SEC. 23161. NALOXONE IN SCHOOL-BASED HEALTH CEN-**
11 **TERS.**

12 Section 399Z–1(f)(1)(A) of the Public Health Service
13 Act (42 U.S.C. 280h–5(f)(1)(A)) is amended—

14 (1) in clause (iv), by striking “and” at the end
15 and inserting “or”; and

16 (2) by adding at the end the following:

17 “(v) the purchase of naloxone to re-
18 verse the effects of opioid overdose, and
19 the establishment of other programs to ad-
20 dress and prevent the misuse of synthetic
21 opioids, including fentanyl or any sub-
22 stituted derivative of fentanyl; and”.

1 **SEC. 23162. AMENDMENTS TO THE MONITORING THE FU-**
2 **TURE SURVEY.**

3 Beginning on January 1, 2027, the Director of the
4 National Institute on Drug Abuse, in collaboration with
5 the Secretary and the Director of the National Institutes
6 of Health, shall require the survey funded by the National
7 Institute on Drug Abuse and titled “Monitoring the Fu-
8 ture” to include—

9 (1) indicators to measure the use of, perception
10 of harm of, and access to counterfeit or synthetic
11 opioids among youth; and

12 (2) where applicable, indicators to measure the
13 extent to which respondents are aware of the coun-
14 terfeit or synthetic nature of any opioids used or en-
15 countered by such respondents.

16 **SEC. 23163. YOUTH RISK BEHAVIOR SURVEY.**

17 Beginning on January 1, 2027, the Director of the
18 Centers for Disease Control and Prevention shall require
19 the data collection survey for the Youth Risk Behavior
20 Surveillance System to include—

21 (1) questions related to the use of, awareness
22 regarding, and exposure to counterfeit or synthetic
23 opioids, including fentanyl; and

24 (2) where applicable, indicators to measure the
25 extent to which respondents are aware of the coun-

1 terfeit or synthetic nature of any opioids used or en-
2 countered by such respondents.

3 **SEC. 23164. EVALUATION OF THE EFFECTIVENESS AND**
4 **REACH OF THE STATE UNINTENTIONAL**
5 **DRUG OVERDOSE REPORTING SYSTEM.**

6 (a) **EVALUATION.**—Beginning on or after January 1,
7 2027, the Director of the Centers for Disease Control and
8 Prevention shall conduct an evaluation determining the ef-
9 fectiveness of the State Unintentional Drug Overdose Re-
10 porting System in collecting and reporting data regarding
11 specific synthetic opioids causing or contributing to over-
12 dose and death among secondary school-aged children.

13 (b) **REPORTS.**—Not later than 180 days after con-
14 cluding such evaluation, the Director of the Centers for
15 Disease Control and Prevention shall develop and submit
16 to the Committees on Energy and Commerce and Edu-
17 cation and Workforce of the House of Representatives and
18 the Committee on Health, Education, Labor, and Pen-
19 sions of the Senate the findings of the evaluation and, if
20 applicable, recommendations to improve the quality and
21 availability of data described in subsection (a).

22 (c) **AUTHORIZATION OF APPROPRIATIONS.**—There is
23 authorized to be appropriated such sums as may be nec-
24 essary for fiscal year 2027 to carry out this section.

1 **PART 2—PROTECTING OUR STUDENTS IN**
2 **SCHOOLS**

3 **Subpart A—Purposes; Definitions**

4 **SEC. 23211. PURPOSES.**

5 The purposes of this part are to—

6 (1) eliminate the use of corporal punishment in
7 schools;

8 (2) ensure, regardless of sexual orientation,
9 gender identity or expression, sex, race, color, na-
10 tional origin, disability, or religion, the health and
11 safety of all students and program personnel in
12 schools and promote a positive school climate and
13 culture;

14 (3) assist States, local educational agencies,
15 and schools in improving school climate and culture
16 by implementing positive behavioral interventions
17 and supports, and other models (including models
18 such as restorative justice interventions, trauma-in-
19 formed care, multi-tiered system of supports, crisis
20 and de-escalation interventions, implicit bias train-
21 ing, and culturally responsive teaching), to address
22 student behavior and work to eliminate the use of
23 exclusionary and aversive discipline practices or
24 interventions;

25 (4) ensure all program personnel have the sup-
26 ports and training necessary to implement positive

1 behavioral interventions and supports and other
2 models to address student behavior and improve
3 school climate and culture; and

4 (5) collect and analyze data on exclusionary and
5 aversive discipline practices or interventions in
6 schools.

7 **SEC. 23212. DEFINITIONS.**

8 In this part:

9 (1) CORPORAL PUNISHMENT.—The term “cor-
10 poral punishment” means, with respect to a student,
11 a deliberate act which causes the student to feel
12 physical pain for the purpose of discipline, including
13 an act of physical force, such as striking, spanking,
14 or paddling, inflicted on a student’s body, requiring
15 a student to assume a painful physical position, or
16 the use of chemical sprays, electroshock weapons, or
17 stun guns on a student’s body.

18 (2) MODEL.—The term “model” means an ac-
19 tivity, strategy, framework, or intervention that is
20 evidence-based, to the extent practicable.

21 (3) POSITIVE BEHAVIORAL INTERVENTIONS
22 AND SUPPORTS.—The term “positive behavioral
23 interventions and supports”—

24 (A) means a schoolwide, systematic ap-
25 proach that embeds evidence-based practices

1 and data-driven decision making to improve
2 school climate and culture in order to achieve
3 improved academic and social outcomes and in-
4 crease learning for all students (including stu-
5 dents with the most complex and intensive be-
6 havioral needs); and

7 (B) encompasses a range of systemic and
8 individualized positive strategies to teach and
9 reinforce school-expected behaviors, while dis-
10 couraging and diminishing undesirable behav-
11 iors.

12 (4) PROGRAM.—The term “program” means—

13 (A) all of the operations of a local edu-
14 cational agency, system of vocational education,
15 or other school system;

16 (B) a program that serves children who re-
17 ceive services for which financial assistance is
18 provided in accordance with the Head Start Act
19 (42 U.S.C. 9831 et seq.); or

20 (C) an elementary school or secondary
21 school that is not a public school that enrolls a
22 student who receives special education and re-
23 lated services under the Individuals with Dis-
24 abilities Education Act (20 U.S.C. 1400 et
25 seq.).

1 (5) PROGRAM PERSONNEL.—

2 (A) IN GENERAL.—Subject to subpara-
3 graph (B), the term “program personnel”
4 means any agent of a program, including an in-
5 dividual who is employed by a program, or who
6 performs services for a program on a contrac-
7 tual basis, including—

8 (i) school leaders;

9 (ii) teachers;

10 (iii) specialized instructional support
11 personnel;

12 (iv) paraprofessionals; or

13 (v) other staff.

14 (B) EXCLUSION.—Notwithstanding sub-
15 paragraph (A), program personnel shall not in-
16 clude a law enforcement officer or a school se-
17 curity guard.

18 (6) PROTECTION AND ADVOCACY SYSTEM.—The
19 term “protection and advocacy system” means a
20 protection and advocacy system established under
21 section 143 of the Developmental Disabilities Assist-
22 ance and Bill of Rights Act of 2000 (42 U.S.C.
23 15043).

24 (7) LAW ENFORCEMENT OFFICER.—The term
25 “law enforcement officer”—

1 (A) means any person who—

2 (i) is a State, Tribal, or local law en-
3 forcement officer (as defined in section
4 1204 of title I of the Omnibus Crime Con-
5 trol and Safe Streets Act of 1968 (34
6 U.S.C. 10284)); and

7 (ii) is assigned by the employing law
8 enforcement agency to a program, who is
9 contracting with a program, or who is em-
10 ployed by a program; and

11 (B) includes an individual referred to as a
12 “school resource officer” if that individual
13 meets the definition in subparagraph (A).

14 (8) SCHOOL SECURITY GUARD.—The term
15 “school security guard” means an individual who is
16 not a sworn law enforcement officer and who is re-
17 sponsible for addressing one or more of the following
18 safety and crime prevention activities in and around
19 a program:

20 (A) Assisting program personnel in safety
21 incidents.

22 (B) Educating students in crime and ille-
23 gal drug use prevention and safety.

24 (C) Developing or expanding community
25 justice initiatives for students.

1 (D) Training students in conflict resolution
2 and supporting restorative justice programs.

3 (E) Serving as a liaison between the pro-
4 gram and outside agencies, including other law
5 enforcement agencies.

6 (F) Screening students or visitors to the
7 program for prohibited items.

8 (9) STUDENT.—The term “student” means an
9 individual enrolled in a program.

10 **Subpart B—Prohibition of Corporal Punishment**

11 **SEC. 23221. PROHIBITION OF CORPORAL PUNISHMENT.**

12 (a) PROHIBITION.—No student shall be subjected to
13 corporal punishment by program personnel, a law enforce-
14 ment officer, or a school security guard under any pro-
15 gram which receives Federal financial assistance.

16 (b) PRIVATE RIGHT OF ACTION.—A student who has
17 been subjected to corporal punishment by program per-
18 sonnel, a law enforcement officer, or a school security
19 guard in violation of subsection (a), or the parent of such
20 student, may file a civil action in any Federal or State
21 court of competent jurisdiction against the program under
22 which the violation is alleged to have occurred for attor-
23 neys’ fees, expert fees, injunctive relief, and compensatory
24 damages.

1 **SEC. 23222. CIVIL ACTIONS BY THE ATTORNEY GENERAL.**

2 Whenever the Attorney General receives a complaint
3 in writing signed by a parent (including a legal guardian)
4 or a group of parents (including legal guardians) alleging
5 that a program which receives Federal financial assistance
6 is in violation of the prohibition under section 23221 with
7 respect to a minor child of such a parent and the Attorney
8 General believes the complaint is meritorious, the Attorney
9 General is authorized, after giving notice of such com-
10 plaint to the appropriate program and certifying that the
11 Attorney General is satisfied that such program has had
12 a reasonable time to adjust the conditions alleged in such
13 complaint, to institute for or in the name of the United
14 States a civil action in any appropriate district court of
15 the United States against such parties and for such relief
16 as may be appropriate, and such court shall have and shall
17 exercise jurisdiction of proceedings instituted pursuant to
18 this section. The Attorney General may implead as defend-
19 ants such additional parties as are or become necessary
20 to the grant of effective relief hereunder.

21 **SEC. 23223. ENFORCEMENT BY THE OFFICE FOR CIVIL**
22 **RIGHTS.**

23 (a) REFERRAL TO OFFICE FOR CIVIL RIGHTS.—The
24 Secretary shall refer any complaint alleging a violation of
25 section 24211(a) to the Office for Civil Rights of the De-
26 partment of Education for an investigation.

1 (b) PROCESS FOR REFERRAL.—Not later than 90
2 days after the date of the enactment of this Act, the Sec-
3 retary shall develop and implement a procedure for receiv-
4 ing a complaint alleging a violation of section 24211(a).

5 (c) FAILURE TO COMPLY.—In the event that a pro-
6 gram has failed to comply with section 24211(a), the Sec-
7 retary shall carry out at least one of the following:

8 (1) Withhold from such program, in whole or in
9 part, further payments (including payments for ad-
10 ministrative costs) under an applicable program (as
11 such term is defined in section 400(c) of the General
12 Education Provisions Act (20 U.S.C. 1221(c))) in
13 accordance with section 455 of such Act (20 U.S.C.
14 1234d).

15 (2) Enter into a compliance agreement in ac-
16 cordance with section 457 of the General Education
17 Provisions Act (20 U.S.C. 1234f).

18 (3) Issue a complaint to compel compliance of
19 such program through a cease and desist order, in
20 the same manner the Secretary is authorized to take
21 such action under section 456 of the General Edu-
22 cation Provisions Act (20 U.S.C. 1234c).

23 (d) CESSATION OF WITHHOLDING OF FUNDS.—If
24 the Secretary determines (whether by certification or other
25 appropriate evidence) that a program that is subject to

1 the withholding of payments under subsection (c)(1) of
2 this section has cured the failure providing the basis for
3 the withholding of payments on a date that is within one
4 year from the date on which such payments were first
5 withheld, the Secretary shall—

6 (1) cease the withholding of payments with re-
7 spect to that program under such subsection; and

8 (2) reimburse all the withheld payments under
9 such subsection to such program.

10 (e) WITHHELD FUNDS.—The funds appropriated or
11 made available for the payments that were withheld under
12 subsection (c)(1) shall be available for expenditure to that
13 program pursuant to this subsection for up to one year
14 from the date upon which the determination in subsection
15 (d) was made.

16 (f) RULE OF CONSTRUCTION.—Nothing in this sec-
17 tion shall be construed to limit the Secretary's authority
18 under the General Education Provisions Act (20 U.S.C.
19 1221 et seq.).

20 **SEC. 23224. PARENT NOTIFICATION AND PROTECTION AND**
21 **ADVOCACY SYSTEMS.**

22 (a) NOTIFICATION.—If a student is subject to cor-
23 poral punishment committed by program personnel, a law
24 enforcement officer, or a school security guard at a pro-
25 gram, the program serving such student shall notify, in

1 writing, not later than 24 hours after such use of force
2 occurs, the facts of such use of force to—

- 3 (1) the parent or parents of such student;
- 4 (2) the State educational agency; and
- 5 (3) the local law enforcement agency.

6 (b) NOTIFICATION FOR STUDENTS WITH DISABIL-
7 ITIES.—In the case of a student described in subsection
8 (a) who is an individual with a disability (as defined in
9 section 3 of the Americans with Disabilities Act of 1990
10 (42 U.S.C. 12102)) the program serving such student
11 shall—

- 12 (1) in addition to the notification described in
13 such subsection, notify, in writing, not later than 24
14 hours after the use of force described in such sub-
15 section occurs, the facts of such use of force to the
16 relevant protection and advocacy system; and
- 17 (2) provide any information to the relevant pro-
18 tection and advocacy system that the protection and
19 advocacy system may require.

20 (c) RESTATEMENT OF AUTHORITY.—Protection and
21 advocacy systems shall have the same authorities and
22 rights provided under subtitle C of title I of the Develop-
23 mental Disabilities Assistance and Bill of Rights Act of
24 2000 (42 U.S.C. 15041 et seq.) with respect to protections
25 provided for students under this part when such students

1 are otherwise eligible to be clients of the protection and
2 advocacy system, including investigating, monitoring, and
3 enforcing such protections.

4 **Subpart C—State Activities and Grant Program**

5 **SEC. 23231. STATE PLAN AND ENFORCEMENT.**

6 (a) STATE REQUIREMENTS.—In accordance with the
7 schedule specified in subsection (c), each State educational
8 agency that receives Federal financial assistance shall pro-
9 vide to the Secretary—

10 (1) in the case of a State that did not prohibit
11 corporal punishment in schools before the date of
12 enactment of this Act, a written assurance that—

13 (A) all programs located in such State
14 have been notified of the requirements of this
15 part;

16 (B) all program personnel of such State
17 educational agency have received training with
18 respect to such requirements;

19 (C) parents of students served by such
20 State educational agency have been notified of
21 the requirements, rights, and remedies available
22 under this part; and

23 (D) the notification required under sub-
24 paragraph (C) is publicly available on the
25 website of the State educational agency;

1 (2) in the case of a State that prohibited cor-
2 poral punishment in schools before the date of enact-
3 ment of this Act, a written assurance that all pro-
4 grams located in such State have been notified of
5 the requirements of this part; and

6 (3) a school climate report that includes a de-
7 scription of—

8 (A) the policies and procedures of the
9 State educational agency with respect to exclu-
10 sionary and aversive discipline practices or
11 interventions in such schools;

12 (B) how the State educational agency
13 plans to implement, is implementing, or has im-
14 plemented positive behavioral interventions and
15 supports and other models to address student
16 behavior and reduce the use of exclusionary and
17 aversive discipline practices or interventions in
18 the public elementary and secondary schools of
19 such State as required under section
20 1111(g)(1)(C) of the Elementary and Sec-
21 ondary Education Act of 1965 (20 U.S.C.
22 6311(g)(1)(C)); and

23 (C) efforts of the State educational agency
24 to ensure program personnel receive the sup-
25 ports and training necessary to implement the

1 interventions, supports, and other models de-
2 scribed in subparagraph (B).

3 (b) LOCAL EDUCATIONAL AGENCY REQUIRE-
4 MENTS.—In accordance with the schedule specified in sub-
5 section (c), each local educational agency shall submit to
6 the State educational agency a report that includes the
7 information the State educational agency determines nec-
8 essary to comply with the requirements of subsection (a).

9 (c) SUBMISSION SCHEDULE.—States and local edu-
10 cational agencies shall make the submissions required
11 under subsections (a) and (b) as follows:

12 (1) The initial submissions shall be made not
13 later than one year after the date of enactment of
14 this Act and on an annual basis during each of the
15 3 years following the year of the first submission.

16 (2) After the expiration of the 3-year period de-
17 scribed in paragraph (1), subsequent submissions
18 shall be made not less frequently than once every
19 two years.

20 (d) REPORT.—For each year in which the Secretary
21 receives submissions from States in accordance with the
22 schedule specified in subsection (c), the Secretary shall—

23 (1) submit to the Committee on Education and
24 Workforce of the House of Representatives and the
25 Committee on Health, Education, Labor, and Pen-

1 sions of the Senate a report summarizing the find-
2 ings of the school climate reports received from
3 States for such year; and

4 (2) make the school climate reports publicly
5 available.

6 (e) ENFORCEMENT.—

7 (1) IN GENERAL.—

8 (A) USE OF REMEDIES.—If a State edu-
9 cational agency fails to comply with subsection
10 (a), the Secretary shall carry out at least one
11 of the following:

12 (i) Withhold, in whole or in part, fur-
13 ther payments under an applicable pro-
14 gram (as such term is defined in section
15 400(c) of the General Education Provi-
16 sions Act (20 U.S.C. 1221(c))) in accord-
17 ance with section 455 of such Act (20
18 U.S.C. 1234d).

19 (ii) Enter into a compliance agree-
20 ment in accordance with section 457 of the
21 General Education Provisions Act (20
22 U.S.C. 1234f).

23 (iii) Issue a complaint to compel com-
24 pliance of the State educational agency
25 through a cease and desist order, in the

1 same manner the Secretary is authorized
2 to take such action under section 456 of
3 the General Education Provisions Act (20
4 U.S.C. 1234e).

5 (B) CESSATION OF WITHHOLDING OF
6 FUNDS.—If the Secretary determines (whether
7 by certification or other appropriate evidence)
8 that a State educational agency that is subject
9 to the withholding of payments under subpara-
10 graph (A)(i) has cured the failure providing the
11 basis for the withholding of payments within
12 one year from the date on which such payments
13 were first withheld, the Secretary shall—

14 (i) cease the withholding of payments
15 with respect to the State educational agen-
16 cy under such subparagraph; and

17 (ii) reimburse all the withheld pay-
18 ments under such subparagraph to such
19 State educational agency.

20 (2) WITHHELD FUNDS.—The funds appro-
21 priated or made available for the payments that
22 were withheld under paragraph (1)(A)(i) shall be
23 available for expenditure to that program pursuant
24 to this paragraph for up to one year from the date

1 upon which the determination in paragraph (1)(B)
2 was made.

3 (3) RULE OF CONSTRUCTION.—Nothing in this
4 subsection shall be construed to limit the Secretary’s
5 authority under the General Education Provisions
6 Act (20 U.S.C. 1221 et seq.).

7 **SEC. 23232. GRANT AUTHORITY.**

8 (a) IN GENERAL.—From the amount appropriated
9 under section 24236, the Secretary may award grants to
10 State educational agencies to improve school climate and
11 culture by implementing positive behavioral interventions
12 and supports and other models to address student behav-
13 ior and reduce the use of exclusionary and aversive dis-
14 cipline practices or interventions in public elementary
15 schools and secondary schools.

16 (b) DURATION OF GRANT.—

17 (1) IN GENERAL.—A grant under this section
18 shall be awarded to a State educational agency for
19 a three-year period.

20 (2) REAPPLICATION.—At the end of a grant pe-
21 riod described in paragraph (1), a State educational
22 agency desiring a subsequent grant under this sec-
23 tion may be eligible for such grant if such State edu-
24 cational agency—

1 (A) submits an application under sub-
2 section (c); and

3 (B) demonstrates—

4 (i) that such State educational agency
5 effectively used grant funds to carry out
6 the required activities under subsection (e)
7 during the previous grant period; and

8 (ii) with respect to such State edu-
9 cational agency, a decrease in at least one
10 of the following:

11 (I) Exclusionary and aversive dis-
12 cipline practices or interventions, in-
13 cluding in-school suspensions, out-of-
14 school suspensions, and expulsions.

15 (II) School-related arrests.

16 (III) Referrals of students to law
17 enforcement.

18 (3) DATA.—A State educational agency shall,
19 with respect to the data used under paragraph
20 (2)(B)(ii)—

21 (A) cross-tabulate such data and
22 disaggregate by race, gender, disability, and
23 English learner status; and

24 (B) redact all personally identifiable infor-
25 mation from such data.

1 (c) APPLICATION.—

2 (1) IN GENERAL.—Each State educational
3 agency desiring a grant under this section shall sub-
4 mit an application to the Secretary at such time, in
5 such manner, and accompanied by such information
6 as the Secretary may require, including—

7 (A) information on how the State edu-
8 cational agency will carry out the required ac-
9 tivities specified in subsection (e);

10 (B) a description of how the State edu-
11 cational agency will improve school climate and
12 culture by reducing the use of exclusionary and
13 aversive discipline practices or interventions;

14 (C) a description of how the State edu-
15 cational agency will implement positive behav-
16 ioral interventions and supports, and other
17 models (including models such as restorative
18 justice interventions, trauma-informed care,
19 multi-tiered system of supports, crisis and de-
20 escalation interventions, implicit bias training,
21 and culturally responsive teaching), to address
22 student behavior and work to eliminate the use
23 of exclusionary and aversive discipline practices
24 or interventions; and

1 (D) a description of how the State edu-
2 cational agency will develop and implement
3 high-quality training for program personnel de-
4 signed to improve school climate and culture
5 and increase the use of positive behavioral
6 interventions and supports and other models to
7 address student behavior and reduce the use of
8 exclusionary and aversive discipline practices or
9 interventions.

10 (2) PRIORITY.—In awarding grants under this
11 section, the Secretary shall give priority to State
12 educational agencies—

13 (A) with a high percentage of in-school
14 suspensions, out-of-school suspensions, expul-
15 sions, school-related arrests, and referrals of
16 students to law enforcement;

17 (B) that lack positive behavioral interven-
18 tions and supports and other models to improve
19 school climate and culture; or

20 (C) that are in most need of assistance re-
21 lating to improving school climate and culture
22 by reducing the use of exclusionary and aversive
23 discipline practices or interventions, as deter-
24 mined by the Secretary.

25 (d) AUTHORITY TO MAKE SUBGRANTS.—

1 (1) IN GENERAL.—A State educational agency
2 receiving a grant under this section may use such
3 grant funds to award subgrants, on a competitive
4 basis in accordance with subsection (e)(2), to local
5 educational agencies.

6 (2) APPLICATION.—A local educational agency
7 desiring to receive a subgrant under this section
8 shall submit an application to the applicable State
9 educational agency at such time, in such manner,
10 and containing such information as the State edu-
11 cational agency may require, including the informa-
12 tion described in subparagraphs (A) through (D) of
13 subsection (c)(1) with respect to the local edu-
14 cational agency.

15 (e) REQUIRED ACTIVITIES.—

16 (1) IN GENERAL.—A State educational agency
17 receiving a grant, or a local educational agency re-
18 ceiving a subgrant, under this section shall use such
19 grant or subgrant funds to carry out the following:

20 (A) Developing and implementing high-
21 quality training for program personnel designed
22 to—

23 (i) improve school climate and culture;

1 (ii) increase use of positive behavioral
2 interventions and supports and other mod-
3 els to address student behavior; and

4 (iii) reduce the use of exclusionary
5 and aversive discipline practices or inter-
6 ventions and the discriminatory and dis-
7 proportionate impact such practices have
8 on students based on their race, ethnicity,
9 gender, or disability.

10 (B) Providing technical assistance to im-
11 prove school climate and culture by imple-
12 menting positive behavioral interventions and
13 supports, and other models (including models
14 such as restorative justice interventions, trau-
15 ma-informed care, multi-tiered system of sup-
16 ports, crisis and de-escalation interventions, im-
17 plicit bias training, and culturally responsive
18 teaching), to address student behavior and work
19 to eliminate the use of exclusionary and aver-
20 sive discipline practices or interventions.

21 (C) Researching, developing, implementing,
22 and evaluating models, policies, and procedures
23 to reduce the use of exclusionary and aversive
24 discipline practices or interventions in public el-
25 elementary schools and secondary schools.

1 (2) PRIORITY.—A State educational agency or
2 local educational agency shall prioritize carrying out
3 the activities specified in subparagraphs (A) through
4 (C) of paragraph (1) in public elementary schools
5 and secondary schools—

6 (A) in which a disproportionately high per-
7 centage of students who have been subjected to
8 disciplinary proceedings or have otherwise expe-
9 rienced the application of such a school’s dis-
10 cipline policies, practices, and procedures, rel-
11 ative to such school’s total student population,
12 are students of color or students with disabil-
13 ities (as defined in section 602 of the Individ-
14 uals with Disabilities Education Act (20 U.S.C.
15 1401));

16 (B) with a high percentage of in-school
17 suspensions, out-of-school suspensions, expul-
18 sions, school-related arrests, and referrals of
19 students to law enforcement;

20 (C) that lack positive behavioral interven-
21 tions and supports and other models to improve
22 school climate and culture; or

23 (D) that have demonstrated meaningful
24 community engagement in selecting models to
25 improve school climate and culture.

1 (f) EVALUATION AND REPORT.—

2 (1) LOCAL EDUCATIONAL AGENCY REPORTS.—

3 Each local educational agency receiving a subgrant
4 under this section shall, at the end of the grant pe-
5 riod for such subgrant, prepare and submit to the
6 State educational agency a report that—

7 (A) evaluates the progress of the local edu-
8 cational agency toward carrying out the re-
9 quired activities under subsection (e); and

10 (B) includes any additional information the
11 State educational agency determines necessary
12 to complete the report required under para-
13 graph (2).

14 (2) STATE EDUCATIONAL AGENCY REPORTS.—

15 Each State educational agency receiving a grant
16 under this section shall, at the end of the three-year
17 grant period for such grant, prepare and submit to
18 the Secretary a report that—

19 (A) evaluates the State's progress toward
20 carrying out the required activities under sub-
21 section (e);

22 (B) includes data on the impact of the
23 grant program on school climate and culture
24 during such grant period, including, with re-

1 spect to the State educational agency, data on
2 the prevalence of, and increase or decrease in—

3 (i) exclusionary and aversive discipline
4 practices or interventions, including in-
5 school suspensions, out-of-school suspen-
6 sions, and expulsions;

7 (ii) school-related arrests; and

8 (iii) student referrals to law enforce-
9 ment;

10 (C) includes the number of high-quality
11 school climate and culture trainings conducted
12 for program personnel during such grant pe-
13 riod;

14 (D) describes the models implemented to
15 improve school climate and culture during such
16 grant period;

17 (E) specifies the number of subgrants
18 made under subsection (d) and the local edu-
19 cational agencies that were awarded such sub-
20 grants; and

21 (F) includes such information as the Sec-
22 retary may require.

23 (3) DATA.—A State educational agency shall,
24 with respect to the data described in paragraph

25 (2)(B)—

1 (A) cross-tabulate and disaggregate the
2 data in the same manner as under subsection
3 (b)(3)(A); and

4 (B) redact all personally identifiable infor-
5 mation from such data.

6 (4) PUBLICATION.—Not later than 1 year after
7 receiving a report under paragraph (2), the Sec-
8 retary shall make the report publicly available on the
9 website of the Department of Education.

10 (g) FUNDS AVAILABLE FOR THE DEPARTMENT OF
11 THE INTERIOR.—From the amount appropriated under
12 section 24236, the Secretary shall allocate—

13 (1) 0.5 percent of such funds to the Secretary
14 of the Interior for activities under this section with
15 respect to schools operated or funded by the Depart-
16 ment of the Interior, under such terms and condi-
17 tions as the Secretary may prescribe; and

18 (2) 0.5 percent of such funds for activities
19 under this section with respect to schools operated
20 in the outlying areas, under such terms and condi-
21 tions as the Secretary may prescribe.

22 **Subpart D—Additional Provisions**

23 **SEC. 23241. FEDERAL REGULATIONS.**

24 (a) IN GENERAL.—Not later than 180 days after the
25 date of the enactment of this Act, the Secretary shall issue

1 such regulations as are necessary to reasonably ensure
2 compliance with this part.

3 (b) NEGOTIATED RULEMAKING PROCESS.—In car-
4 rying out subsection (a), the Secretary shall use a nego-
5 tiated rulemaking process described in section 1601 and
6 section 1602 of the Elementary and Secondary Education
7 Act of 1965 (20 U.S.C. 6571; 6572) except subparagraph
8 (A) of subsection (b)(3) of such section 1601 shall apply
9 by substituting “establish a negotiated rulemaking proc-
10 ess;” for the text of such subparagraph.

11 **SEC. 23242. OTHER SCHOOLS.**

12 (a) DEPARTMENT OF DEFENSE.—The Secretary of
13 Defense shall ensure that schools operated or funded by
14 the Department of Defense Education Activity or other-
15 wise operated or funded by the Department of Defense
16 for the education of military-connected dependents comply
17 with the regulations promulgated by the Secretary pursu-
18 ant to this part.

19 (b) DEPARTMENT OF INTERIOR.—The Secretary of
20 the Interior shall ensure that schools operated or funded
21 by the Department of the Interior comply with the regula-
22 tions promulgated by the Secretary pursuant to this part.

23 **SEC. 23243. LIMITATION OF AUTHORITY.**

24 (a) IN GENERAL.—Nothing in this part shall be con-
25 strued—

(1) to restrict or limit, or allow the Secretary to restrict or limit, any other rights or remedies otherwise available to students or parents under Federal, State, or local law or regulation; or

(2) to restrict or limit Federal, State, or local laws, regulations, or policies that provide for more stringent prohibitions or limitations on the use of corporal punishment than the prohibitions or limitations that are provided for in this Act.

(b) LAW ENFORCEMENT OFFICER DUTIES.—Nothing in this part shall be construed to prevent a sworn law enforcement officer from carrying out the lawful duties of the officer under otherwise applicable law.

(c) RULE OF CONSTRUCTION ON ENFORCEMENT.—
Nothing in this partt shall be construed to affect the en-
forcement of title VI of the Civil Rights Act of 1964 (42
U.S.C. 2000d et seq.), title IX of the Education Amend-
ments of 1972 (20 U.S.C. 1681 et seq.), section 504 of
the Rehabilitation Act of 1973 (29 U.S.C. 794), or the
Department of Education Organization Act (20 U.S.C.
3401 et seq.) and their enforcing regulations.

22 SEC. 23244. APPLICABILITY TO PRIVATE SCHOOLS AND
23 HOME SCHOOLS.

24 (a) PRIVATE SCHOOLS.—Nothing in this part shall
25 be construed to affect any private school that does not

1 receive, or does not serve students who receive, support
2 in any form from any program or activity supported, in
3 whole or in part, with Federal funds.

4 (b) HOME SCHOOLS.—Nothing in this part shall be
5 construed to—

6 (1) affect a home school, whether or not a home
7 school is treated as a private school or home school
8 under State law; or

9 (2) consider parents who are schooling a child
10 at home as program personnel.

11 **SEC. 23245. SEVERABILITY.**

12 If any provision of this part or the application of such
13 provision to any person or circumstance is held to be un-
14 constitutional, the remaining provisions of this part and
15 the application of such provisions to any person or cir-
16 cumstance shall not be affected thereby.

17 **SEC. 23246. AUTHORIZATION OF APPROPRIATIONS.**

18 There are authorized to be appropriated such sums
19 as may be necessary to carry out this part for fiscal year
20 2027 and each fiscal year thereafter.

21 **PART 3—KEEPING ALL STUDENTS SAFE**

22 **SEC. 23301. DEFINITIONS.**

23 In this part:

24 (1) CHEMICAL RESTRAINT.—The term “chem-
25 ical restraint” means a drug or medication used on

1 a student to control behavior or restrict freedom of
2 movement that is not—

3 (A) prescribed by a licensed physician, or
4 other qualified health professional acting under
5 the scope of authority of such physician under
6 State law, for the standard treatment of the
7 medical or psychiatric condition of a student;
8 and

9 (B) administered as prescribed by the li-
10 censed physician or other qualified health pro-
11 fessional acting under the scope of authority of
12 such physician or professional under State law.

13 (2) LAW ENFORCEMENT OFFICER.—The term
14 “law enforcement officer”—

15 (A) means any person who—

16 (i) is a State, Tribal, or local law en-
17 forcement officer (as defined in section
18 1204 of title I of the Omnibus Crime Con-
19 trol and Safe Streets Act of 1968 (34
20 U.S.C. 10284)); and

21 (ii) is assigned by the employing law
22 enforcement agency to a program, who is
23 contracting with a program, or who is em-
24 ployed by a program; and

1 (B) includes an individual referred to as a
2 “school resource officer” if that individual
3 meets the definition in subparagraph (A).

4 (3) MECHANICAL RESTRAINT.—The term “me-
5 chanical restraint” means the use of a device as a
6 means of restricting the freedom of movement of a
7 student.

8 (4) PHYSICAL ESCORT.—The term “physical es-
9 cort” means the temporary touching or holding of
10 the hand, wrist, arm, shoulder, or back of a student
11 who is acting out for the purpose of inducing such
12 student to walk to a safe location.

13 (5) PHYSICAL RESTRAINT.—The term “physical
14 restraint” means a personal restriction that immo-
15 bilizes or reduces the ability of an individual to move
16 freely the arms, legs, torso, or head of such indi-
17 vidual, except that such term does not include a
18 physical escort, mechanical restraint, or chemical re-
19 straint.

20 (6) POSITIVE BEHAVIORAL INTERVENTIONS
21 AND SUPPORTS.—The term “positive behavioral
22 interventions and supports”—

23 (A) means a schoolwide, systematic ap-
24 proach that embeds evidence-based practices
25 and data-driven decision making to improve

1 school climate and culture in order to achieve
2 improved academic and social outcomes and in-
3 crease learning for all students (including stu-
4 dents with the most complex and intensive be-
5 havioral needs); and

6 (B) encompasses a range of systemic and
7 individualized positive strategies to teach and
8 reinforce school-expected behaviors, while dis-
9 couraging and diminishing undesirable behav-
10 iors.

11 (7) PROGRAM.—The term “program” means—

12 (A) all of the operations of a local edu-
13 cational agency, system of vocational education,
14 or other school system;

15 (B) a program that serves children who re-
16 ceive services for which financial assistance is
17 provided in accordance with the Head Start Act
18 (42 U.S.C. 9831 et seq.); or

19 (C) an elementary school or secondary
20 school that is not a public school that enrolls a
21 student who receives special education and re-
22 lated services under the Individuals with Dis-
23 abilities Education Act (20 U.S.C. 1400 et
24 seq.).

25 (8) PROGRAM PERSONNEL.—

1 (A) IN GENERAL.—Subject to subpara-
2 graph (B), the term “program personnel”
3 means any agent of a program, including an in-
4 dividual who is employed by a program, or who
5 performs services for a program on a contrac-
6 tual basis, including—

- 7 (i) school leaders;
8 (ii) teachers;
9 (iii) specialized instructional support
10 personnel;
11 (iv) paraprofessionals; or
12 (v) other staff; and

13 (B) EXCLUSION.—Notwithstanding sub-
14 paragraph (A), program personnel shall not in-
15 clude a law enforcement officer or a school se-
16 curity guard.

17 (9) PROTECTION AND ADVOCACY SYSTEM.—The
18 term “protection and advocacy system” means a
19 protection and advocacy system established under
20 section 143 of the Developmental Disabilities Assist-
21 ance and Bill of Rights Act of 2000 (42 U.S.C.
22 15043).

23 (10) SCHOOL SECURITY GUARD.—The term
24 “school security guard” means an individual who is
25 not a sworn law enforcement officer and who is re-

1 sponsible for addressing one or more of the following
2 safety and crime prevention activities in and around
3 a program:

4 (A) Assisting program personnel in safety
5 incidents.

6 (B) Educating students in crime and ille-
7 gal drug use prevention and safety.

8 (C) Developing or expanding community
9 justice initiatives for students.

10 (D) Training students in conflict resolution
11 and supporting restorative justice programs.

12 (E) Serving as a liaison between the pro-
13 gram and outside agencies, including other law
14 enforcement agencies.

15 (F) Screening students or visitors to the
16 program for prohibited items.

17 (11) SECLUSION.—The term “seclusion” means
18 the involuntary confinement of a student alone in a
19 room or area from which the student is physically
20 prevented from leaving, except that such term does
21 not include a time out.

22 (12) SPECIAL EDUCATION SCHOOL.—The term
23 “special education school” means a school that fo-
24 cuses primarily on serving the needs of students
25 with disabilities under the Individuals with Disabil-

1 ities Education Act (20 U.S.C. 1400 et seq.) or sec-
2 tion 504 of the Rehabilitation Act of 1973 (29
3 U.S.C. 794).

4 (13) STATE-APPROVED CRISIS INTERVENTION
5 TRAINING PROGRAM.—The term “State-approved
6 crisis intervention training program” means a train-
7 ing program approved by a State and the Secretary
8 that, at a minimum, provides—

9 (A) training in evidence-based techniques
10 shown to be effective in the prevention of phys-
11 ical restraint;

12 (B) evidence-based skills training related
13 to positive behavioral interventions and sup-
14 ports, safe physical escort, conflict prevention,
15 understanding antecedents, deescalation, and
16 conflict management;

17 (C) training in evidence-based techniques
18 shown to be effective in keeping both school
19 personnel and students safe when imposing
20 physical restraint;

21 (D) training in first aid and
22 cardiopulmonary resuscitation;

23 (E) information describing State policies
24 and procedures to ensure compliance with sec-
25 tion 24311; and

1 (F) certification for school personnel, law
2 enforcement officers, and school security guards
3 in the techniques and skills described in sub-
4 paragraphs (A) through (D), which shall be re-
5 quired to be renewed on a periodic basis.

6 (14) STUDENT.—The term “student” means—

7 (A) for purposes of subpart B, a student
8 enrolled in a program; and

9 (B) for purposes of subpart C, a student
10 enrolled in an elementary school or secondary
11 school.

12 (15) TIME OUT.—

13 (A) IN GENERAL.—The term “time out”
14 means a behavior management technique that
15 may involve the separation of the student from
16 the group or classroom in a non-locked setting.

17 (B) CLARIFICATION.—The term “time
18 out” does not include—

19 (i) seclusion; or

20 (ii) a separation of the student de-
21 scribed in subparagraph (A) from which
22 such student is physically or otherwise pro-
23 hibited from leaving.

1 **Subpart A—Prohibition on Restraint and Seclusion;**
2 **Additional Requirements**

3 **SEC. 23311. PROHIBITION; ADDITIONAL REQUIREMENTS.**

4 (a) PROHIBITION.—No student shall be subjected to
5 unlawful seclusion or restraint by program personnel, a
6 law enforcement officer, or a school security guard, while
7 attending any program that receives Federal financial as-
8 sistance.

9 (b) UNLAWFUL SECLUSION OR RESTRAINT DE-
10 FINED.—

11 (1) IN GENERAL.—In this section, the term
12 “unlawful seclusion or restraint” means—

13 (A) seclusion;

14 (B) mechanical restraint;

15 (C) chemical restraint;

16 (D) physical restraint or physical escort
17 that is life threatening, that restricts breathing,
18 or that restricts blood flow to the brain, includ-
19 ing prone and supine restraint;

20 (E) physical restraint that is contra-
21 indicated based on the disability, health care
22 needs, or medical or psychiatric condition of the
23 student, as documented in—

24 (i) a health care directive or medical
25 management plan;

26 (ii) a behavior intervention plan;

1 (iii) an individualized education pro-
2 gram or an individualized family service
3 plan (as defined in section 602 of the Indi-
4 viduals with Disabilities Education Act (20
5 U.S.C. 1401));

6 (iv) a plan developed pursuant to sec-
7 tion 504 of the Rehabilitation Act of 1973
8 (29 U.S.C. 794) or title II of the Ameri-
9 cans with Disabilities Act of 1990 (42
10 U.S.C. 12131 et seq.); or

11 (v) another relevant record made
12 available to the State or program involved;
13 or

14 (F) physical restraint that is not in compli-
15 ance with subsection (e)(1).

16 (2) NOT INCLUDED.—The term “unlawful se-
17 clusion or restraint” shall not include—

18 (A) a time out; or

19 (B) a device implemented by trained school
20 personnel, or utilized by a student, for the spe-
21 cific and approved therapeutic or safety pur-
22 poses for which such devices were designed and,
23 if applicable, prescribed, provided that such de-
24 vices are not used to purposefully cause a stu-

1 dent pain as a means of behavioral modifica-
2 tion, including—

3 (i) restraints for medical immobiliza-
4 tion;

5 (ii) adaptive devices or mechanical
6 supports used to achieve proper body posi-
7 tion, balance, or alignment to allow greater
8 freedom of mobility than would be possible
9 without the use of such devices or mechan-
10 ical supports; or

11 (iii) vehicle safety restraints when
12 used as intended during the transport of a
13 student in a moving vehicle.

14 (c) PRIVATE RIGHT OF ACTION.—

15 (1) IN GENERAL.—A student who has been sub-
16 jected to unlawful seclusion or restraint in violation
17 of subsection (a), or the parent of such student, may
18 file a civil action against the program under which
19 the violation is alleged to have occurred in an appro-
20 priate district court of the United States or in State
21 court for declaratory judgement, injunctive relief,
22 compensatory relief, attorneys' fees, or expert fees.

23 (2) LIMITATION ON LIABILITY.—Program per-
24 sonnel shall not be liable to any person in a pro-

1 ceeding described in paragraph (1) or in an arbitra-
2 tion proceeding for a violation of subsection (a).

3 (3) NO SOVEREIGN IMMUNITY.—No program
4 shall be immune under the Eleventh Amendment of
5 the Constitution of the United States from suit in
6 Federal or State court for a violation of subsection
7 (a) of this section.

8 (d) ENFORCEMENT.—

9 (1) INVESTIGATIONS.—

10 (A) IN GENERAL.—The Secretary shall ad-
11 dress any complaints alleging a violation of sub-
12 section (a) by an entity described in subpara-
13 graphs (A) or (C) of section 24301(8) for an
14 appropriate investigation.

15 (B) HEAD START.—The Secretary of
16 Health and Human Services shall address any
17 complaints alleging a violation of subsection (a)
18 by an entity described in section 24301(8)(B)
19 for an appropriate investigation.

20 (2) WITHHOLDING PAYMENTS.—In the event a
21 student has been subjected to unlawful seclusion or
22 restraint in violation of subsection (a), the Secretary
23 shall withhold from the program under which the
24 violation occurred, in whole or in part, further pay-
25 ments (including payments for administrative costs)

1 in accordance with section 455 of the General Edu-
2 cation Provisions Act (20 U.S.C. 1234d).

3 (3) HEAD START PROGRAMS.—The Secretary of
4 Health and Human Services, in coordination with
5 the Secretary, shall—

6 (A) ensure that entities described in sec-
7 tion 24301(8)(B) meet the requirements de-
8 scribed in subsection (e);

9 (B) promulgate regulations with respect to
10 how the reporting requirements described in
11 section 24322(b) shall be carried out with re-
12 spect to Head Start agencies (including Early
13 Head Start agencies) under the Head Start Act
14 (42 U.S.C. 9831 et seq.); and

15 (C) in the event a student served by a pro-
16 gram that serves children who receive services
17 for which financial assistance is provided in ac-
18 cordance with the Head Start Act (42 U.S.C.
19 9831 et seq.) has been subjected to unlawful se-
20 clusion or restraint in violation of subsection
21 (a), withhold from the program under which the
22 violation occurred, in whole or in part, further
23 payments (including payments for administra-
24 tive costs) in accordance with section 646 of the
25 Head Start Act (42 U.S.C. 9841).

1 (e) ADDITIONAL REQUIREMENTS.—The Secretary
2 shall ensure that each program that receives Federal fi-
3 nancial assistance meets the following requirements:

4 (1) PHYSICAL RESTRAINT.—The use of physical
5 restraint by any program personnel, a school secu-
6 rity guard, or a law enforcement officer shall be con-
7 sidered in compliance with the requirements of this
8 subsection only if each of the following requirements
9 are met:

10 (A) The behavior of the students poses an
11 imminent danger of serious physical injury to
12 the student, program personnel, a school secu-
13 rity guard, a law enforcement officer, or an-
14 other individual.

15 (B) Before using physical restraint, less
16 restrictive interventions would be ineffective in
17 stopping such imminent danger of serious phys-
18 ical injury.

19 (C) Such physical restraint is imposed
20 by—

21 (i) program personnel, a school secu-
22 rity guard, or a law enforcement officer
23 trained and certified by a State-approved
24 crisis intervention training program; or

1 (ii) program personnel, a school secu-
2 rity guard, or a law enforcement officer
3 not trained and certified as described in
4 clause (i), in the case of a rare and clearly
5 unavoidable emergency circumstance when
6 program personnel, a school security
7 guard, or a law enforcement officer trained
8 and certified as described in clause (i) is
9 not immediately available due to the un-
10 foreseeable nature of the emergency cir-
11 cumstance.

12 (D) Such physical restraint ends imme-
13 diately upon the cessation of the imminent dan-
14 ger of serious physical injury to the student,
15 any program personnel, a school security guard,
16 a law enforcement officer, or another individual.

17 (E) The physical restraint does not inter-
18 fere with the ability of the student to commu-
19 nicate in the primary language or primary mode
20 of communication of such student.

21 (F) During the physical restraint, the least
22 amount of force necessary is used to protect the
23 student or others from the threatened injury.

24 (2) TRAINING.—Each State, in consultation
25 with program officials and State Directors of Head

1 Start Collaboration (as described in section 642B of
2 the Head Start Act (42 U.S.C. 9837b)), shall ensure
3 that a sufficient number of program personnel are
4 trained and certified by a State-approved crisis
5 intervention training program to meet the needs of
6 the specific student population in each program.

7 (3) PROHIBITION ON PLANNED INTERVEN-
8 TION.—The use of physical restraint as a planned
9 intervention shall not be written into the education
10 plan, individual safety plan, behavioral intervention
11 plan, or individualized education program (as de-
12 fined in section 602 of the Individuals with Disabil-
13 ities Education Act (20 U.S.C. 1401)) of a student,
14 except that a program may establish policies and
15 procedures for use of physical restraint in program
16 safety or crisis plans, provided that such a plan is
17 not specific to any individual student.

18 (4) PROCEDURES FOLLOWING PHYSICAL RE-
19 STRAINT.—Each program shall establish procedures
20 to be followed after an incident involving the imposi-
21 tion of physical restraint upon a student, which shall
22 include each of the following:

23 (A) Procedures to provide to the parent of
24 the student, with respect to such incident—

1 (i) an immediate verbal or electronic
2 communication, as soon as is practicable
3 and not later than the same day as the in-
4 cident; and

5 (ii) written notification, as soon as is
6 practicable, and not later than 24 hours
7 after the incident that shall include, at
8 minimum—

9 (I) a description of the incident,
10 including precipitating events;

11 (II) positive interventions used
12 prior to restraint;

13 (III) the length of time of re-
14 straint; and

15 (IV) a description of the serious
16 physical injury of the student or oth-
17 ers that occurred or was about to
18 occur that necessitated the use of re-
19 straint.

20 (B) A meeting between parents of the stu-
21 dent and the program, as soon as is practicable,
22 and not later than 5 school days following the
23 incident (unless such meeting is delayed by
24 written mutual agreement of the parent and
25 program)—

1 (i) which meeting shall include, at a
2 minimum—

3 (I) the parent of such student;

4 (II) the student involved (if ap-
5 propriate);

6 (III) the program personnel, law
7 enforcement officer, or school security
8 guard who imposed the restraint;

9 (IV) a teacher of such student;

10 (V) a program leader of such stu-
11 dent; and

12 (VI) an expert on behavior inter-
13 ventions, who may be a special edu-
14 cation teacher;

15 (ii) the purpose of which shall be to
16 discuss the incident, as described by both
17 the student and the program personnel,
18 law enforcement officer, or school security
19 guard involved, including—

20 (I) any precipitating events;

21 (II) how the incident occurred;

22 and

23 (III) prior positive behavioral
24 interventions and supports used to de-
25 escalate the situation; and

1 (iii) which meeting shall include—

2 (I) the discussion of proactive
3 strategies to prevent future need for
4 the use of physical restraint;

5 (II)(aa) for a student identified
6 as eligible to receive accommodations
7 under section 504 of the Rehabilita-
8 tion Act of 1973 (29 U.S.C. 794) or
9 title II of the Americans with Disabil-
10 ities Act of 1990 (42 U.S.C. 12131 et
11 seq.), or accommodations or special
12 education or related services under
13 the Individuals with Disabilities Edu-
14 cation Act (20 U.S.C. 1400 et seq.),
15 a discussion of the need for a func-
16 tional behavioral assessment and a be-
17 havior intervention plan; or

18 (bb) for a student not identified
19 as eligible to receive accommodations
20 under the provisions of law described
21 in item (aa), evidence of a referral for
22 such accommodations or special edu-
23 cation or related services, or docu-
24 mentation of the basis for declining to

1 make such a referral for the student;
2 and
3 (III) providing to the parent, for
4 use during the meeting, a written
5 statement from each adult witness
6 who was in the proximity of the stu-
7 dent immediately before and during
8 the time of the physical restraint, but
9 was not directly involved in such re-
10 straint.

11 **Subpart B—State Plan; Reporting Requirements;**
12 **Grants for State Educational Agencies**

13 **SEC. 23321. DEFINITIONS.**

14 In this subpart:

15 (1) SCHOOL.—The term “school” means an ele-
16 mentary school, secondary school, or special edu-
17 cation school.

18 (2) HEAD START PROGRAM.—The term “Head
19 Start program” means a program that serves chil-
20 dren who receive services for which financial assist-
21 ance is provided in accordance with the Head Start
22 Act (42 U.S.C. 9831 et seq.).

23 **SEC. 23322. STATE PLAN.**

24 (a) STATE PLAN.—Not later than 2 years after the
25 date of enactment of this Act and each year thereafter,

1 each State educational agency shall submit to the Sec-
2 retary a State plan that provides—

3 (1) demonstrations to the Secretary that the
4 State has in effect—

5 (A) State policies and procedures that
6 comply with section 24311, including with re-
7 spect to State-approved crisis intervention
8 training programs; and

9 (B) a State mechanism to effectively mon-
10 itor and enforce compliance with section 24311;

11 (2) a description of the State policies and pro-
12 cedures, including a description of the State-ap-
13 proved crisis intervention training programs in such
14 State and how the State ensures accurate and timely
15 reporting to the Department of Education;

16 (3) a description of the State plan to ensure
17 program personnel, students, and parents (including
18 private school personnel, students, and parents) are
19 aware of the State policies and procedures;

20 (4) a description of the State activities de-
21 scribed in the State's plan under section 1111(g) of
22 the Elementary and Secondary Education Act of
23 1965 (20 U.S.C. 6311(g)) that reduce aversive be-
24 havioral interventions and improve school conditions;

25 (5) for public comment—

1 (A) not less than 60 days prior to submis-
2 sion of the State plan, which shall provide
3 stakeholders with the opportunity to provide
4 written comments on the State plan, which
5 shall be included in the State plan, including—

6 (i) how the policies and procedures
7 comply with section 24311;

8 (ii) the policies and procedures related
9 to State-approved crisis intervention pro-
10 grams;

11 (iii) training provided to program per-
12 sonnel; and

13 (iv) notification procedures for par-
14 ents; and

15 (B) notice of which shall be provided in an
16 accessible format, which is compliant with the
17 most recent Web Content Accessibility Guide-
18 lines, or successor guidelines, for stakeholders
19 and posted on a website;

20 (6) written response to the public comments
21 provided by stakeholders under paragraph (5); and

22 (7) a description of State oversight of schools
23 that includes—

24 (A) monitoring use of restraint in the
25 schools;

1 (B) monitoring compliance with the prohi-
2 bition on seclusion in schools;

3 (C) not less than every 6 months, discus-
4 sions between State educational agency officials
5 and school leaders to examine the progress of
6 reducing the use of physical restraint in
7 schools;

8 (D) not less than annual site visits to the
9 special education schools in the State; and

10 (E) technical assistance to focus on the use
11 of proactive, positive behavioral interventions
12 and supports.

13 (b) REPORTING.—

14 (1) REPORTING REQUIREMENTS.—Not later
15 than 2 years after the date of enactment of this Act,
16 and each year thereafter—

17 (A) each State educational agency shall (in
18 compliance with the requirements of section
19 444 of the General Education Provisions Act
20 (commonly known as the Family Educational
21 Rights and Privacy Act of 1974) (20 U.S.C.
22 1232g)) prepare and submit to the Secretary,
23 and make available to the public, a report that
24 includes the information described in paragraph
25 (2), with respect to each local educational agen-

1 cy, each special education school, and each
2 school not under the jurisdiction of a local edu-
3 cational agency, located in the same State as
4 such State educational agency; and

5 (B) each Head Start agency (including
6 each Early Head Start agency) designated
7 under the Head Start Act (42 U.S.C. 9831 et
8 seq.) shall prepare and submit to the Secretary
9 and the Secretary of Health and Human Serv-
10 ices, and make available to the public, a report
11 that includes the information described in para-
12 graph (2), except that—

13 (i) such information shall be provided
14 with respect to each program served by the
15 agency and with respect to children en-
16 rolled in Head Start programs; and

17 (ii) the information described in sub-
18 clause (II)(bb), subclause (III), and sub-
19 clause (IV) of paragraph (2)(B)(i) shall
20 not be required.

21 (2) INFORMATION REQUIREMENTS.—

22 (A) GENERAL INFORMATION REQUIRE-
23 MENTS.—The report described in paragraph (1)
24 shall include with respect to physical restraint

1 imposed upon students in the preceding full
2 academic or program year—

3 (i) the total number of such incidents;

4 (ii) the total number of students upon
5 whom such physical restraint was imposed;

6 (iii) in the case in which such physical
7 restraint was imposed more than twice
8 upon a student, the number of times such
9 student or child was so restrained; and

10 (iv) the total number of such incidents
11 where the use of physical restraint is re-
12 ferred to law enforcement.

13 (B) DISAGGREGATION.—

14 (i) GENERAL DISAGGREGATION RE-
15 QUIREMENTS.—The information described
16 in subparagraph (A) shall be disaggregated
17 as follows:

18 (I) With respect to the total
19 number of incidents in which physical
20 restraint was imposed upon a student,
21 disaggregated by each of the fol-
22 lowing:

23 (aa) By those that resulted
24 in injury.

1 (bb) By those that resulted
2 in death.

3 (cc) By those in which the
4 program personnel imposing
5 physical restraint was not trained
6 and certified, as described in sec-
7 tion 24311(e)(1)(C)(i).

8 (II) By the demographic charac-
9 teristics of all students upon whom
10 physical restraint was imposed, in-
11 cluding disaggregation—

12 (aa) by each major racial
13 and ethnic group, economically
14 disadvantaged students as com-
15 pared to students who are not
16 economically disadvantaged,
17 English proficiency status, and
18 sex;

19 (bb) by students with an in-
20 dividualized education program
21 under section 614(d) of the Indi-
22 viduals with Disabilities Edu-
23 cation Act (20 U.S.C. 1414(d));

24 (cc) by students who have a
25 plan developed pursuant to sec-

1 tion 504 of the Rehabilitation
2 Act of 1973 (29 U.S.C. 794);
3 and

4 (dd) by students who have a
5 plan developed pursuant to title
6 II of the Americans with Disabil-
7 ities Act of 1990 (42 U.S.C.
8 12131 et seq.).

9 (III) By the total number of inci-
10 dents of physical restraint in which a
11 law enforcement officer or school se-
12 curity guard was involved, which may
13 include the law enforcement officer or
14 school security guard imposing the
15 physical restraint or assisting with the
16 physical restraint.

17 (IV) By the type of school, in-
18 cluding disaggregation by special edu-
19 cation school, charter school, and pri-
20 vate school.

21 (ii) UNDUPLICATED COUNT; EXCEP-
22 TION.—The information and
23 disaggregation required under subpara-
24 graphs (A) and (B) shall—

1 (I) be carried out in a manner to
2 ensure an unduplicated count of the
3 total number of incidents in the pre-
4 ceding full academic year in which
5 physical restraint was imposed upon a
6 student; and

7 (II) not be required in a case in
8 which the number of students in a
9 category would reveal personally iden-
10 tifiable information about an indi-
11 vidual student.

12 **SEC. 23323. GRANTS FOR STATE EDUCATIONAL AGENCIES.**

13 (a) GRANTS AUTHORIZED.—

14 (1) IN GENERAL.—From the amount appro-
15 priated under section 24337 to carry out this section
16 for a fiscal year, the Secretary shall award grants to
17 State educational agencies with an application ap-
18 proved under subsection (c), on the basis of their
19 relative need, as determined with the Secretary in
20 accordance with paragraph (2), to assist the State
21 educational agencies in—

22 (A) establishing, implementing, and enforce-
23 ing the policies and procedures that ensure
24 compliance with section 24311;

1 (B) improving State and local capacity to
2 collect and analyze data related to physical re-
3 straint; and

4 (C) improving school climate and culture
5 by implementing schoolwide positive behavioral
6 interventions and supports, mental health sup-
7 ports, restorative justice programs, trauma-in-
8 formed care, and crisis and de-escalation inter-
9 ventions.

10 (2) DETERMINATION OF RELATIVE NEED.—In
11 determining the relative need of State educational
12 agencies under paragraph (1), the Secretary shall
13 consider—

14 (A) the physical restraint and seclusion in-
15 cidents that occurred at a school served by the
16 State educational agencies for the most recent
17 academic year for which data are available;

18 (B) the capacity needs of the State edu-
19 cational agency and the local educational agen-
20 cies served by the State educational agency to
21 collect and analyze the data described in para-
22 graph (1)(B); and

23 (C) whether the State educational agency
24 has been carrying out the activities described in

1 paragraph (1)(C) and, if so, how the activities
2 are being implemented.

3 (3) REPORT.—The Secretary shall provide a re-
4 port to the Committee on Health, Education, Labor,
5 and Pensions of the Senate and the Committee on
6 Education and Workforce of the House of Rep-
7 resentatives not later than 60 days after the date
8 the Secretary awards a grant to a State under this
9 section detailing why the State was chosen and how
10 the criteria described in subparagraphs (A), (B),
11 and (C) of paragraph (2) were applied to select the
12 State.

13 (b) DURATION OF GRANT.—A grant under this sec-
14 tion shall be awarded to a State educational agency for
15 a 3-year period.

16 (c) APPLICATION.—

17 (1) IN GENERAL.—To be eligible to receive a
18 grant under this section, each State educational
19 agency desiring a grant shall submit an application
20 to the Secretary at such time, in such manner, and
21 accompanied by such information as the Secretary
22 may require.

23 (2) CONTENTS.—Each application submitted
24 under paragraph (1) shall include—

1 (A) the total number of incidents in which
2 physical restraint was imposed upon students
3 for the most recent school year;

4 (B) the total number of incidents in which
5 seclusion was imposed upon students for the
6 most recent school year;

7 (C) a description of the data collection
8 policies and procedures of the State;

9 (D) a description of crisis intervention or
10 prevention trainings used in the State to pre-
11 vent or reduce physical restraint and seclusion
12 (if applicable);

13 (E) a description of statewide initiatives
14 regarding school climate and culture (if applica-
15 ble), such as schoolwide positive behavioral
16 interventions and supports, mental health sup-
17 ports, restorative justice programs, trauma-in-
18 formed care, and crisis and de-escalation inter-
19 ventions;

20 (F) a description of activities to be funded
21 under the grant and the goals of such activities,
22 including how the activities will eliminate seclu-
23 sion and reduce and prevent physical restraint;
24 and

1 (G) a description of how the activities
2 under the grant will coordinate and align with
3 current Federal, State, and local policies, pro-
4 grams, or activities regarding seclusion and
5 physical restraint, crisis intervention, and
6 school climate or culture.

7 (d) AUTHORITY TO MAKE SUBGRANTS.—

8 (1) IN GENERAL.—A State educational agency
9 receiving a grant under this section may use such
10 grant funds to award subgrants, in the manner de-
11 termined by the State educational agency, to local
12 educational agencies served by the State educational
13 agency.

14 (2) APPLICATION.—A local educational agency
15 desiring to receive a subgrant under this section
16 shall submit an application to the applicable State
17 educational agency at such time, in such manner,
18 and containing such information as the State edu-
19 cational agency may require.

20 (3) EARLY CHILDHOOD EDUCATION PROGRAM
21 PARTICIPATION.—A local educational agency receiv-
22 ing subgrant funds under this section shall ensure
23 that educators working in an early childhood edu-
24 cation program, as defined in section 103 of the
25 Higher Education Act of 1965 (20 U.S.C. 1003),

1 may participate, to the extent practicable, on an eq-
2 uitable basis in activities supported by subgrant
3 funds under this section that are trainings on devel-
4 opmentally appropriate practices for meeting the
5 needs of young children.

6 (e) PRIVATE SCHOOL PARTICIPATION.—

7 (1) IN GENERAL.—A local educational agency
8 receiving subgrant funds under this section shall,
9 after timely and meaningful consultation with appro-
10 prium private school officials, ensure that private
11 school personnel may participate, on an equitable
12 basis, in activities supported by subgrant funds
13 under this section.

14 (2) PUBLIC CONTROL OF FUNDS.—The control
15 of grant and subgrant funds under this section, and
16 subpart to materials, equipment, and property pur-
17 chased with such funds, shall be in a public agency
18 for the uses and purposes provided in this part, and
19 a public agency shall administer such funds, mate-
20 rials, equipment, and property.

21 (3) PROVISION OF SERVICES.—

22 (A) IN GENERAL.—Services described
23 under this section shall be provided—

24 (i) by employees of a public agency; or

1 (ii) through contract by the public
2 agency with an individual or entity.

3 (B) INDEPENDENCE; PUBLIC AGENCY.—

4 An individual or entity described in subpara-
5 graph (A)(ii) that contracts with a public agen-
6 cy to provide services under this section shall be
7 independent of a private school and of any reli-
8 gious organization. Individuals providing such
9 services shall be employed by and under the
10 control and supervision of the public agency.

11 (C) COMMINGLING OF FUNDS PROHIB-
12 ITED.—Funds used to provide services under
13 this section shall not be commingled with non-
14 Federal funds.

15 (f) REQUIRED ACTIVITIES.—A State educational
16 agency receiving a grant, or a local educational agency re-
17 ceiving a subgrant, under this section shall use such grant
18 or subgrant funds to carry out the following:

19 (1) Establishing and implementing policies to
20 prohibit seclusion, mechanical restraint, chemical re-
21 straint, and other forms of prohibited restraint in
22 schools, consistent with section 24311.

23 (2) Implementing and evaluating strategies and
24 procedures to prevent seclusion and to prevent and

1 reduce physical restraint in schools, consistent with
2 such policies.

3 (3) Providing professional development, train-
4 ing, and certification for school personnel to comply
5 with such policies.

6 (4) Analyzing the information included in a re-
7 port prepared under section 24322(b) to identify
8 student, school personnel, and school needs related
9 to preventing seclusion, and preventing and reducing
10 the use of physical restraint.

11 (5) Providing training to school security guards
12 and, as appropriate, school personnel, on how to
13 comply with education and civil rights laws, includ-
14 ing the Individuals with Disabilities Education Act
15 (20 U.S.C. 1400 et seq.) and the Americans with
16 Disabilities Act of 1990 (42 U.S.C. 12101 et seq.),
17 when interacting with students with disabilities, in-
18 cluding, when conducting disciplinary actions involv-
19 ing students with disabilities.

20 (g) ADDITIONAL AUTHORIZED ACTIVITIES.—In addi-
21 tion to the required activities described in subsection (f),
22 a State educational agency receiving a grant, or a local
23 educational agency receiving a subgrant, under this sec-
24 tion may use such grant or subgrant funds for one or more
25 of the following:

1 (1) Developing and implementing high-quality
2 professional development and training programs to
3 implement evidence-based systematic approaches to
4 schoolwide positive behavioral interventions and sup-
5 ports, including improving coaching, facilitation, and
6 training capacity for administrators, school leaders,
7 teachers, specialized instructional support personnel,
8 paraprofessionals, and other staff.

9 (2) Providing technical assistance to implement
10 evidence-based systematic approaches to schoolwide
11 positive behavioral interventions and supports, in-
12 cluding technical assistance for data-driven decision
13 making related to behavioral supports and interven-
14 tions in the classroom.

15 (3) Researching, evaluating, and disseminating
16 high-quality evidence-based programs and activities
17 that implement schoolwide positive behavioral inter-
18 ventions and supports with fidelity.

19 (4) Supporting other local positive behavioral
20 interventions and supports implementation activities
21 consistent with this subsection.

22 (5) Developing, implementing, and providing
23 technical assistance to support evidence-based pro-
24 grams that reduce the likelihood of physical re-
25 straint, such as mental health supports, restorative

1 justice programs, trauma-informed care, and crisis
2 and de-escalation interventions.

3 (h) EVALUATION AND REPORT.—Each State edu-
4 cational agency receiving a grant under this section shall,
5 at the end of the 3-year grant period for such grant—

6 (1) evaluate the progress the State has made
7 toward the elimination of seclusion and the preven-
8 tion and reduction of physical restraint in the
9 schools located in the State, consistent with section
10 24311;

11 (2) submit to the Secretary a report on such
12 progress; and

13 (3) publish such report on the State educational
14 agency website in an accessible format.

15 **Subpart C—General Provisions**

16 **SEC. 23331. NATIONAL ASSESSMENT.**

17 (a) NATIONAL ASSESSMENT.—The Secretary shall
18 carry out a national assessment to determine the effective-
19 ness of this part, which shall include—

20 (1) analyzing data related to incidents of phys-
21 ical restraint in schools and programs that serve
22 children who receive services for which financial as-
23 sistance is provided in accordance with the Head
24 Start Act (42 U.S.C. 9831 et seq.) (referred to in
25 this chapter as “Head Start programs”);

1 (2) analyzing the effectiveness of Federal,
2 State, and local efforts to eliminate seclusion and
3 prevent and reduce the number of physical restraint
4 incidents in schools and Head Start programs;

5 (3) identifying the types of programs and serv-
6 ices that have demonstrated the greatest effective-
7 ness in eliminating and preventing seclusion and
8 preventing and reducing the number of physical re-
9 straint incidents in schools and Head Start pro-
10 grams; and

11 (4) identifying evidence-based personnel train-
12 ing models with demonstrated success in preventing
13 seclusion and preventing and reducing the number
14 of physical restraint incidents in schools and Head
15 Start programs, including models that emphasize
16 positive behavioral interventions and supports and
17 de-escalation techniques over physical intervention.

18 (b) REPORT.—The Secretary shall submit to the
19 Committee on Health, Education, Labor, and Pensions of
20 the Senate and the Committee on Education and Work-
21 force of the House of Representatives—

22 (1) not later than 3 years after the date of the
23 enactment of this Act, an interim report that sum-
24 marizes the preliminary findings of the assessment
25 described in subsection (a); and

1 (2) not later than 5 years after the date of the
2 enactment of this Act, a final report of the findings
3 of the assessment.

4 **SEC. 23332. PROTECTION AND ADVOCACY SYSTEMS.**

5 (a) NOTIFICATION.—In a case in which physical in-
6 jury or death of a student or of a child enrolled in a Head
7 Start program occurs in conjunction with the use of seclu-
8 sion or physical restraint or any intervention used to con-
9 trol behavior at a school or Head Start program, the local
10 educational agency serving such school or the agency ad-
11 ministering a Head Start program under the Head Start
12 Act (42 U.S.C. 9831 et seq.) shall have procedures to—

13 (1) notify, in writing, not later than 24 hours
14 after such injury or death occurs—

15 (A) the State educational agency, or in the
16 case of an agency administering a Head Start
17 program, the appropriate official at the Depart-
18 ment of Health and Human Services;

19 (B) the local law enforcement agency; and

20 (C) the relevant protection and advocacy
21 system; and

22 (2) provide any information that the protection
23 and advocacy system may require.

24 (b) RESTATEMENT OF AUTHORITY.—Protection and
25 advocacy systems shall have the same authorities and

1 rights provided under subtitle C of title I of the Develop-
2 mental Disabilities Assistance and Bill of Rights Act of
3 2000 (42 U.S.C. 15041 et seq.) with respect to protections
4 provided for students or children enrolled in Head Start
5 programs under this part when such students or children
6 are otherwise eligible to be clients of the protection and
7 advocacy system, including investigating, monitoring, and
8 enforcing such protections.

9 **SEC. 23333. SCHOOLS OPERATED OR FUNDED BY THE DE-**
10 **PARTMENT OF THE INTERIOR OR THE DE-**
11 **PARTMENT OF DEFENSE.**

12 (a) SCHOOLS OPERATED OR FUNDED BY DEPART-
13 MENT OF THE INTERIOR.—The Secretary of the Interior
14 shall promulgate regulations to ensure that schools oper-
15 ated or funded by the Department of the Interior comply
16 with the requirements of chapter 1 and section 24322(b).

17 (b) SCHOOLS OPERATED OR FUNDED BY THE DE-
18 PARTMENT OF DEFENSE.—The Secretary of Defense shall
19 promulgate regulations to ensure that schools operated or
20 funded by the Department of Defense Education Activity
21 or otherwise operated or funded by the Department of De-
22 fense for the education of military-connected dependents
23 (as described in subparagraph (B) or (D)(i) of section
24 7003(a)(1) of the Elementary and Secondary Education

1 Act of 1965 (20 U.S.C. 7703(a)(1))) comply with the re-
2 quirements of chapter 1 and section 24322(b).

3 **SEC. 23334. RULE OF CONSTRUCTION.**

4 Subject to section 24311(e), nothing in this part shall
5 be construed to prohibit a sworn law enforcement officer
6 with probable cause from arresting a student for violating
7 a Federal or State criminal law.

8 **SEC. 23335. APPLICABILITY TO PRIVATE SCHOOLS AND**
9 **HOME SCHOOLS.**

10 (a) PRIVATE SCHOOLS.—Nothing in this part shall
11 be construed to affect any private school that does not
12 receive, or does not serve students who receive, support
13 in any form from any program or activity supported, in
14 whole or in part, with Federal funds.

15 (b) HOME SCHOOLS.—Nothing in this part shall be
16 construed to—

17 (1) affect a home school, whether or not a home
18 school is treated as a private school or home school
19 under State law; or

20 (2) consider parents who are schooling a child
21 at home as program personnel.

22 **SEC. 23336. SEVERABILITY.**

23 If any provision of this part, an amendment made
24 by this part, or the application of such provision or amend-
25 ment to any person or circumstance is held to be unconsti-

1 tutional, the remainder of this part, the amendments made
2 by this part, and the application of the provisions of such
3 to any person or circumstance shall not be affected there-
4 by.

5 **SEC. 23337. AUTHORIZATION OF APPROPRIATIONS.**

6 There are authorized to be appropriated \$40,000,000
7 for each of fiscal years 2027 through 2031 to carry out
8 this part.

9 **PART 4—SAFE SCHOOLS IMPROVEMENT**

10 **SEC. 23401. SAFE SCHOOLS IMPROVEMENT.**

11 (a) IN GENERAL.—Title IV of the Elementary and
12 Secondary Education Act of 1965 (20 U.S.C. 7101 et
13 seq.) is amended by adding at the end the following:

14 **“PART G—SAFE SCHOOLS IMPROVEMENT**

15 **“SEC. 4701. PURPOSE.**

16 “The purpose of this part is to address the problem
17 of bullying and harassment conduct of students in public
18 elementary schools and secondary schools.

19 **“SEC. 4702. ANTI-BULLYING POLICIES.**

20 “(a) BULLYING.—In this part, the term ‘bullying’
21 means conduct that adversely affects the ability of one or
22 more students to participate in or benefit from the edu-
23 cational programs or activities of the school by placing a
24 student in fear of harm.

1 “(b) POLICIES.—A State that receives a grant under
2 this title shall require all local educational agencies in the
3 State to carry out the following:

4 “(1) Establish policies that prevent and prohibit
5 conduct, including bullying and harassment, that—

6 “(A) limits the ability of a student to par-
7 ticipate in, or benefit from, a program or activ-
8 ity of a public school or local educational agen-
9 cy; or

10 “(B) creates a hostile or abusive edu-
11 cational environment, adversely affecting the
12 education of a student, at a program or activity
13 of a public school or local educational agency,
14 including acts of verbal, nonverbal, or physical
15 aggression or intimidation.

16 “(2) The policies required under paragraph (1)
17 shall include a prohibition of bullying or harassment
18 conduct based on—

19 “(A) the actual or perceived race, color,
20 national origin, sex (including sexual orienta-
21 tion, gender identity, and sex characteristics
22 (including intersex traits)), disability, or reli-
23 gion of a student;

24 “(B) the actual or perceived race, color,
25 national origin, sex (including sexual orienta-

1 tion, gender identity, and sex characteristics
2 (including intersex traits)), disability, or reli-
3 gion of a person with whom a student associ-
4 ates or has associated; or

5 “(C) any other distinguishing characteris-
6 tics that may be defined by the State or local
7 educational agency.

8 “(3) Provide—

9 “(A) annual notice to students, parents,
10 and educational professionals describing the full
11 range of prohibited conduct contained in the
12 discipline policies of such local educational
13 agency; and

14 “(B) grievance procedures for students or
15 parents to register complaints regarding the
16 prohibited conduct contained in the discipline
17 policies of such local educational agency, includ-
18 ing—

19 “(i) the name of the local educational
20 agency officials who are designated as re-
21 sponsible for receiving such complaints;
22 and

23 “(ii) timelines that the local edu-
24 cational agency will establish in the resolu-
25 tion of such complaints.

1 “(4) Collect annual incidence and frequency of
2 incidents data about the conduct prohibited by the
3 policies described in paragraph (1) at the school
4 level that are accurate and complete and publicly re-
5 port such data at the school level and local edu-
6 cational agency level. The local educational agency
7 shall ensure that victims or persons responsible for
8 such conduct are not identifiable.

9 **“SEC. 4703. STATE REPORTS.**

10 “The chief executive officer of a State that receives
11 a grant under this title, in cooperation with the State edu-
12 cational agency, shall submit a biennial report to the Sec-
13 retary—

14 “(1) on the information reported by local edu-
15 cational agencies in the State pursuant to section
16 4702(b)(4); and

17 “(2) describing the plans of the State for sup-
18 porting local educational agency efforts to address
19 the conduct prohibited by the policies described in
20 section 4702(b)(1).

21 **“SEC. 4704. EVALUATION.**

22 “(a) BIENNIAL EVALUATION.—The Secretary shall
23 conduct an independent biennial evaluation of programs
24 and policies to combat bullying and harassment in elemen-
25 tary schools and secondary schools, including implementa-

1 tion of the requirements described in section 4702, includ-
2 ing whether such requirements have appreciably reduced
3 the level of the prohibited conduct and have conducted ef-
4 fective parent involvement and training programs.

5 “(b) DATA COLLECTION.—The Commissioner for
6 Education Statistics shall collect data from States, that
7 are subject to independent review, to determine the inci-
8 dence and frequency of conduct prohibited by the policies
9 described in section 4702.

10 “(c) BIENNIAL REPORT.—Not later than January 1,
11 2027, and every 2 years thereafter, the Secretary shall
12 submit to the President and Congress a report on the find-
13 ings of the evaluation conducted under subsection (a) to-
14 gether with the data collected under subsection (b) and
15 data submitted by the States under section 4703.

16 **“SEC. 4705. EFFECT ON OTHER LAWS.**

17 “(a) FEDERAL AND STATE NONDISCRIMINATION
18 LAWS.—Nothing in this part shall be construed to invali-
19 date or limit rights, remedies, procedures, or legal stand-
20 ards available to victims of discrimination under any other
21 Federal law or law of a State or political subdivision of
22 a State, including title VI of the Civil Rights Act of 1964
23 (42 U.S.C. 2000d et seq.), title IX of the Education
24 Amendments of 1972 (20 U.S.C. 1681 et seq.), section
25 504 or 505 of the Rehabilitation Act of 1973 (29 U.S.C.

1 794, 794a), or the Americans with Disabilities Act of 1990
2 (42 U.S.C. 12101 et seq.). The obligations imposed by this
3 part are in addition to those imposed by title VI of the
4 Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.), title
5 IX of the Education Amendments of 1972 (20 U.S.C.
6 1681 et seq.), section 504 of the Rehabilitation Act of
7 1973 (29 U.S.C. 794), and the Americans with Disabil-
8 ities Act of 1990 (42 U.S.C. 12101 et seq.).

9 “(b) FREE SPEECH AND EXPRESSION LAWS.—Noth-
10 ing in this part shall be construed to alter legal standards
11 regarding, or affect the rights (including remedies and
12 procedures) available to individuals under, other Federal
13 laws that establish protections for freedom of speech or
14 expression.

15 **“SEC. 4706. RULE OF CONSTRUCTION.**

16 “Nothing in this part shall be construed to prohibit
17 a State or local entity from enacting any law with respect
18 to the prevention of bullying or harassment of students
19 that is not inconsistent with this part.”.

20 (b) TABLE OF CONTENTS.—The table of contents in
21 section 2 of the Elementary and Secondary Education Act
22 of 1965 is amended by inserting after the item relating
23 to section 4644 the following:

“PART G—SAFE SCHOOLS IMPROVEMENT

“Sec. 4701. Purpose.

“Sec. 4702. Anti-bullying policies.

“Sec. 4703. State reports.

“Sec. 4704. Evaluation.

“Sec. 4705. Effect on other laws.

“Sec. 4706. Rule of construction.”.

1 **PART 5—SCHOOL VIOLENCE PREVENTION**

2 **SEC. 23501. COMPREHENSIVE SCHOOL-BASED VIOLENCE**
3 **PREVENTION PROGRAM.**

4 (a) GRANTS AUTHORIZED.—Section 581 of the Pub-
5 lic Health Service Act (42 U.S.C. 290hh) (relating to chil-
6 dren and violence) is amended to read as follows:

7 **“SEC. 581. COMPREHENSIVE SCHOOL-BASED VIOLENCE**
8 **PREVENTION PROGRAM.**

9 “(a) IN GENERAL.—The Secretary, in consultation
10 with the Secretary of Education, shall award grants to eli-
11 gible entities to establish or expand a comprehensive
12 school-based violence prevention program to assist youth
13 at highest risk for involvement in gun violence in local
14 communities and schools (including schools funded by the
15 Bureau of Indian Education).

16 “(b) ACTIVITIES.—Grants awarded under subsection
17 (a) shall, as appropriate, be used for—

18 “(1) the implementation of school-based vio-
19 lence prevention programs that—

20 “(A) are primarily focused on providing
21 services to students enrolled in kindergarten
22 through 12th grade or youth younger than 19;
23 and

1 “(B) use strategies that are evidence-
2 based, culturally competent, trauma-informed,
3 and linguistically and developmentally inclusive,
4 and have demonstrated effectiveness at pre-
5 venting or reducing violence among youth at
6 highest risk for involvement in gun violence, in-
7 cluding strategies that—

8 “(i) promote community engagement
9 that supports healthy development, includ-
10 ing emphasizing self-esteem and cultural or
11 ethnic pride;

12 “(ii) promote healing from trauma
13 and other adverse childhood experiences
14 that increase a young person’s risk for in-
15 volvement in gun violence;

16 “(iii) strengthen the interpersonal and
17 emotional skills of youth, such as commu-
18 nication, problem-solving, empathy, and
19 conflict management;

20 “(iv) connect youth to mental health
21 professionals, counselors, mentors, commu-
22 nity leaders, crisis intervention profes-
23 sionals, community violence interrupters,
24 or educators trained in trauma-informed
25 care and activities;

1 “(v) foster community engagement
2 and safe community environments; or

3 “(vi) lessen harms of escalating vio-
4 lence and prevent future risk of violence,
5 including gun violence;

6 “(2) technical assistance to local educational
7 agencies and community-based nonprofit organiza-
8 tions with respect to the development of programs
9 described in paragraph (1);

10 “(3) facilitating community partnerships among
11 youth, families, schools, local businesses, and agen-
12 cies with respect to such programs;

13 “(4) increasing teacher, school leader, and other
14 school personnel access to evidence-based trauma
15 support services, social and emotional learning, and
16 mental health services through professional develop-
17 ment; and

18 “(5) collecting data in accordance with sub-
19 section (f).

20 “(c) ELIGIBILITY.—To be eligible for a grant under
21 subsection (a), an entity shall be a partnership that in-
22 cludes—

23 “(1) a State educational agency, in coordination
24 with 1 or more local educational agencies located in
25 a municipality or other area of local government—

1 “(A) that, for not fewer than 2 of the 3
2 years preceding the grant application—

3 “(i) experienced 35 or more homicides
4 per year;

5 “(ii) experienced 20 or more homi-
6 cides per year and had a homicide rate
7 that was not less than double the national
8 average;

9 “(iii) had high rates of violent injury
10 or injury recidivism among youth as deter-
11 mined by the State; or

12 “(iv) had a juvenile arrest rate for
13 violent crime that was not less than double
14 the national average; or

15 “(B) that demonstrates a unique and com-
16 pelling need for additional resources to address
17 youth gun violence; and

18 “(2) at least 1 community-based nonprofit or-
19 ganization that serves the youth or families of the
20 youth of the 1 or more local educational agencies re-
21 ferred to in paragraph (1).

22 “(d) GEOGRAPHICAL DISTRIBUTION.—The Secretary
23 shall ensure that grants under subsection (a) are distrib-
24 uted equitably among the regions of the United States.

1 “(e) DURATION OF AWARDS.—A grant under sub-
2 section (a) shall be for a period of 5 years, and may be
3 renewed by the Secretary.

4 “(f) EVALUATION AND MEASURES OF OUTCOMES.—
5 “(1) IN GENERAL.—

6 “(A) DEVELOPMENT OF EVALUATION
7 PROCESS.—The Secretary, in consultation with
8 the Secretary of Education, shall develop a
9 process for evaluating activities carried out
10 through a grant under this section. Such proc-
11 ess shall include—

12 “(i) the development of guidelines for
13 the submission of program data by grant-
14 ees;

15 “(ii) the development of measures of
16 outcomes (in accordance with subpara-
17 graph (B)) to be applied by grantees in
18 evaluating programs carried out through a
19 grant under this section; and

20 “(iii) the submission of regular re-
21 ports by grantees concerning the impacts
22 of programs carried out through a grant
23 under this section.

1 “(B) MEASURES OF OUTCOMES.—The Sec-
2 retary shall develop measures of outcomes to be
3 applied by grantees under this section—

4 “(i) to evaluate the impacts of pro-
5 grams carried out through a grant under
6 this section, including outcomes related to
7 the students, families, and local edu-
8 cational systems supported under this sec-
9 tion; and

10 “(ii) to disaggregate data on such out-
11 comes by the subgroups of students listed
12 in section 1111(c)(2) of the Elementary
13 and Secondary Education Act of 1965.

14 “(C) SUBMISSION OF DATA.—Not later
15 than the end of each of the second and last aca-
16 demic years covered by the period of a grant
17 under this section, the grantee shall submit to
18 the Secretary and the Director of the Institute
19 of Education Sciences a report that—

20 “(i) includes data to evaluate the suc-
21 cess of the program carried out by the
22 grantee based on whether such program is
23 achieving the purposes of the program; and

24 “(ii) utilizes the measures of outcomes
25 developed under subparagraph (B), includ-

1 ing high school graduation rates, employ-
2 ment rates, and rates of enrollment in
3 postsecondary education and trade schools,
4 in a reasonable manner to demonstrate the
5 progress of the program in achieving such
6 purposes.

7 “(D) EVALUATION BY SECRETARY AND
8 THE DIRECTOR OF THE INSTITUTE OF EDU-
9 CATION SCIENCES.—Based on the data sub-
10 mitted under subparagraph (C), the Secretary
11 and the Director of the Institute of Education
12 Sciences shall submit to Congress a report at
13 least once every three years concerning the re-
14 sults and impacts of the programs carried out
15 with assistance received under this section, in-
16 cluding recommendations on how to conduct
17 gun violence prevention activities with limited
18 resources following a co-occurring emergency
19 (such as a national public health emergency or
20 a natural disaster).

21 “(2) INDEPENDENT RESEARCHER.—The Sec-
22 retary shall contract with independent researchers,
23 including researchers with expertise in violence pre-
24 vention programs, to evaluate the performance and
25 impacts of selected programs funded through grants

1 under this section. Such evaluations shall be made
2 publicly available on the internet website of the Cen-
3 ters for Disease Control and Prevention.

4 “(g) INFORMATION AND EDUCATION.—The Sec-
5 retary shall disseminate best practices to the public based
6 on the findings resulting from programs funded through
7 grants under this section.

8 “(h) ESEA TERMS DEFINED.—In this section, the
9 terms ‘local educational agency’ and ‘State educational
10 agency’ have the meanings given such terms, respectively,
11 in section 8101 of the Elementary and Secondary Edu-
12 cation Act of 1965.

13 “(i) FUNDING.—

14 “(1) AUTHORIZATION OF APPROPRIATIONS.—
15 To carry out this section, there is authorized to be
16 appropriated \$25,000,000 for each of fiscal years
17 2027 through 2033.

18 “(2) EVALUATION ACTIVITIES.—

19 “(A) BY GRANTEES.—To carry out evalua-
20 tion activities under subsection (f)(1), an eligi-
21 ble entity receiving a grant under this section
22 shall use not more than 20 percent of the total
23 amount received through the grant.

24 “(B) INDEPENDENT RESEARCHER.—To
25 carry out subsection (f)(2) for a fiscal year, the

1 Secretary may reserve not more than 5 percent
2 of the funds made available to carry out this
3 section for such fiscal year.”.

4 (b) CONFORMING AMENDMENT.—Part G of title V
5 of the Public Health Service Act (42 U.S.C. 290hh et
6 seq.), as amended by subsection (a), is further amended
7 by striking the part designation and heading and inserting
8 the following:

9 **“PART G—COMPREHENSIVE SCHOOL-BASED**
10 **VIOLENCE PREVENTION PROGRAM”.**

11 **PART 6—EXPANDING ACCESS TO MENTAL**
12 **HEALTH SERVICES IN SCHOOLS**

13 **SEC. 23601. DEFINITIONS.**

14 In this part:

15 (1) ELIGIBLE AGENCY.—The term “eligible
16 agency” means—

17 (A) a high-need local educational agency;

18 (B) an educational service agency acting
19 on behalf of 1 or more high-need local edu-
20 cational agencies; or

21 (C) a State educational agency.

22 (2) HIGH-NEED LOCAL EDUCATIONAL AGEN-
23 CY.—The term “high-need local educational agency”
24 means a local education agency that, as the date of

1 application for a grant under this subtitle, meets the
2 following criteria:

3 (A) Is among the highest 15 percent of all
4 local educational agencies in the State, as deter-
5 mined by the Secretary, based on either—

6 (i) the number of children in each
7 such agency counted under section 1124(c)
8 of the Elementary and Secondary Edu-
9 cation Act of 1965 (20 U.S.C. 6333(c)); or
10 (ii) the percentage of children in each
11 such agency counted under section 1124(c)
12 of the Elementary and Secondary Edu-
13 cation Act of 1965 (20 U.S.C. 6333(c)).

14 (B) Does not meet at least 2 of the fol-
15 lowing:

16 (i) A ratio of 1 full-time equivalent
17 school counselor for every 250 students.

18 (ii) A ratio of 1 full-time equivalent
19 school psychologist for every 500 students.

20 (iii) A ratio of 1 full-time equivalent
21 school social worker for every 250 stu-
22 dents.

23 (3) INDIAN TRIBE.—The term “Indian Tribe”
24 means any indian tribe identified as such by the
25 Secretary of the Interior under section 104 of the

1 Federally Recognized Indian Tribe List Act of 1994
2 (25 U.S.C. 479a–1).

3 **SEC. 23602. SCHOOL-BASED MENTAL HEALTH SERVICES**
4 **GRANT PROGRAM.**

5 (a) PURPOSE.—The purpose of this section is to in-
6 crease the number of school-based mental health services
7 providers by supporting high-need local educational agen-
8 cies in recruiting, hiring, retaining, and diversifying
9 school-based mental health services providers to expand
10 access to school-based mental health services for students
11 enrolled in elementary schools and secondary schools
12 served by such agencies.

13 (b) AUTHORIZATION OF GRANTS.—

14 (1) IN GENERAL.—From the amounts made
15 available under subsection (g) that remain after
16 making the reservations described in paragraph (2),
17 the Secretary shall award, on a competitive basis,
18 grants to eligible agencies to carry out the activities
19 described in subsection (d).

20 (2) RESERVATIONS.—Of the amount made
21 available under subsection (g) for a fiscal year, the
22 Secretary shall—

23 (A) reserve not more than 2 percent for
24 program administration, technical assistance,
25 and data collection;

1 (B) reserve 1 percent for the Secretary of
2 the Interior for schools operated or funded by
3 the Bureau of Indian Education, in accordance
4 with the purpose of this section; and

5 (C) reserve 1 percent for allotments for
6 payments to the outlying areas, to be distrib-
7 uted among those outlying areas on the basis of
8 their relative need, as determined by the Sec-
9 retary, in accordance with the purpose of this
10 section.

11 (3) DURATION AND RENEWALS.—

12 (A) DURATION.—A grant awarded under
13 this section shall be for a period of not more
14 than 5 years.

15 (B) RENEWAL.—The Secretary may renew
16 a grant awarded under this section for a period
17 of not more than 2 years.

18 (4) DIVERSITY OF PROJECTS.—

19 (A) IN GENERAL.—In awarding grants
20 under paragraph (1), the Secretary shall ensure
21 that, to the extent practicable, grants are dis-
22 tributed among eligible agencies that serve geo-
23 graphically diverse areas, including urban, sub-
24 urban, and rural areas.

1 (B) LOCAL EDUCATIONAL AGENCIES.—In
2 awarding grants under paragraph (1), the Sec-
3 retary shall ensure that at least 50 percent of
4 the amounts described in such paragraph are
5 awarded to high-quality applications submitted
6 by high-need local educational agencies de-
7 scribed in clauses (i) and (ii) of section
8 24701(3)(A).

9 (5) SUFFICIENT SIZE AND SCOPE.—Each grant
10 awarded under paragraph (1) shall be of sufficient
11 size and scope to allow the eligible agency receiving
12 the grant to carry out the purpose of this section.

13 (c) APPLICATION.—An eligible agency applying for a
14 grant under subsection (b)(1) shall submit to the Sec-
15 retary an application at such time, in such manner, and
16 accompanied by such information as the Secretary may
17 require, which may include—

18 (1) a description of the prevalent mental health
19 or substance use and misuse concerns facing stu-
20 dents enrolled in schools served by participating
21 high-need local educational agencies;

22 (2) a description of current shortage of school-
23 based mental health services providers, including
24 lack of diversity, if applicable, in high-need local

1 educational agencies that will be served under the
2 grant;

3 (3) a description of the applicant’s plan to sup-
4 port recruiting, hiring, retaining, or diversifying
5 school-based mental health services providers in
6 high-need local educational agencies to be served
7 under the grant; and

8 (4) an assurance that any school-based mental
9 health services provider, including any provider of-
10 fering telehealth services, provides services in a man-
11 ner consistent with section 444 of the General Edu-
12 cation Provisions Act (20 U.S.C. 1232g; commonly
13 known as the “Family Educational Rights and Pri-
14 vacy Act of 1974”) and the Individuals with Disabil-
15 ities Education Act (20 U.S.C. 1400 et seq.), as well
16 as all applicable Federal, State, and local laws.

17 (d) USE OF FUNDS.—An eligible agency that receives
18 a grant under subsection (b)(1) shall use such grant funds
19 to carry out 1 or more of the following:

20 (1) Hiring school-based mental health services
21 providers to—

22 (A) provide school-based mental health
23 services to students enrolled in schools served
24 by high-need local educational agencies; and

1 (B) implement evidence-based practices to
2 improve school climate to support positive stu-
3 dent mental health.

4 (2) Implementing strategies to recruit school-
5 based mental health services providers in high-need
6 local educational agencies to help mitigate shortages
7 of such providers, such as—

8 (A) salary stipends;

9 (B) relocation benefits;

10 (C) student loan repayment; or

11 (D) other financial incentives.

12 (3) Implementing strategies to retain school-
13 based mental health services providers in high-need
14 local educational agencies, which may include—

15 (A) providing incentives described in para-
16 graph (2); or

17 (B) providing ongoing professional develop-
18 ment, induction, mentorship, or peer support
19 for school-based mental health services pro-
20 viders.

21 (e) RULES.—

22 (1) MATCHING REQUIREMENT.—Eligible agen-
23 cies that receive a grant under this section must
24 contribute non-Federal matching funds to the

1 amount of not less than 25 percent of the project
2 budget.

3 (2) SUPPLEMENT, NOT SUPPLANT.—Funds
4 made available under this section shall be used to
5 supplement, and not supplant, non-Federal funds
6 that would otherwise be used for activities described
7 under this section.

8 (3) DISAGGREGATION OF DATA.—
9 Disaggregation of data required under this section
10 shall not be required when the number is insufficient
11 to yield statistically reliable information or the re-
12 sults would reveal personally identifiable information
13 about an individual.

14 (f) REPORTING REQUIREMENTS.—Not later than 1
15 year after receiving a grant under this section, and on an
16 annual basis thereafter, an eligible agency shall submit to
17 the Secretary, and publish in a clear and easily accessible
18 format on the website of the eligible agency, a report that
19 includes, in addition to any information the Secretary
20 may require, the following:

21 (1) The number of school-based mental health
22 services providers employed by high-need local edu-
23 cational agencies served under the grant and any in-
24 creases from the prior year, disaggregated by—

1 (A) the number of each type of such pro-
2 vider who was recruited, hired, or retained with
3 support under this grant; and

4 (B) the demographics of such providers.

5 (2) The ratio of students to school-based men-
6 tal health services providers in high-need local edu-
7 cational agencies served under the grant and the ex-
8 tent to which such ratio has decreased since the
9 start of the grant period.

10 (3) The reduction in the annual attrition rate
11 of school-based mental health services providers em-
12 ployed by high-need local educational agencies served
13 under the grant and the extent to which such attri-
14 tion rate has decreased since the start of the grant
15 period.

16 (g) AUTHORIZATION OF APPROPRIATIONS.—There
17 are authorized to be appropriated to carry out this section
18 such sums as may be necessary for each of fiscal years
19 2027 through 2031.

20 **SEC. 23603. RULE.**

21 The requirements of section 4001 of the Elementary
22 and Secondary Education Act of 1965 (20 U.S.C. 7101)
23 shall apply to a State educational agency, local educational
24 agency, or other entity receiving a grant or subgrant
25 under this section in the same manner as those require-

1 ments apply to an entity receiving an award under title
2 IV of such Act.

3 **PART 7—RIGHT TO READ**

4 **SEC. 23701. DEFINITIONS.**

5 Section 8101 of the Elementary and Secondary Edu-
6 cation Act of 1965 (20 U.S.C. 7801) is amended—

- 7 (1) by redesignating paragraphs (19) through
8 (28) as paragraphs (20) through (29), respectively;
9 (2) by redesignating paragraphs (29) through
10 (43) as paragraphs (31) through (45), respectively;
11 (3) by redesignating paragraphs (44) through
12 (49) as paragraphs (47) through (52), respectively;
13 (4) by redesignating paragraphs (50) through
14 (52) as paragraphs (54) through (56), respectively;
15 (5) by inserting after paragraph (18) the fol-
16 lowing:

17 “(19) EFFECTIVE SCHOOL LIBRARY.—The term
18 ‘effective school library’ means a school library
19 that—

20 “(A) is staffed by supporting staff and at
21 least 1 full-time State-certified school librarian
22 who—

23 “(i) is an instructional leader, infor-
24 mation specialist, and teacher;

1 “(ii) supports the digital learning en-
2 vironment and the development of
3 participatory learning, inquiry learning,
4 digital literacy, and information literacy;
5 and

6 “(iii) supports, supplements, and ele-
7 vates the literacy experience through guid-
8 ance in reading for learning and motiva-
9 tional reading initiatives in order to en-
10 hance student achievement and foster life-
11 long reading and learning;

12 “(B) is otherwise adequately staffed to be
13 open to students before, during, and after the
14 school day;

15 “(C) has a sufficient collection of profes-
16 sionally curated up-to-date digital and print
17 materials and technology, including openly li-
18 censed educational resources;

19 “(D) provides appropriate facilities for
20 maintaining and providing equitable access to
21 materials, technology, connectivity, and library
22 and literacy instruction;

23 “(E) provides regular skills development or
24 training for classroom teachers, school librar-

1 ians, library paraprofessional staff, and other
2 educators;

3 “(F) provides opportunities for collabora-
4 tion between classroom teachers and school li-
5 brarians; and

6 “(G) implements nationally recognized pro-
7 fessional standards of practice.”;

8 (6) by inserting after paragraph (29), as redes-
9 ignated by paragraph (1), the following:

10 “(30) INFORMATION LITERACY.—The term ‘in-
11 formation literacy’ means the set of skills needed to
12 find, retrieve, understand, evaluate, analyze, and ef-
13 fectively use information (which includes spoken and
14 broadcast words and videos, printed materials, and
15 digital content, data, and images).”;

16 (7) by inserting after paragraph (45), as redes-
17 ignated by paragraph (1), the following:

18 “(46) RIGHT TO READ.—The term ‘right to
19 read’ means all students have access to—

20 “(A) linguistically and developmentally ap-
21 propriate, evidence-based reading instruction;

22 “(B) effective school libraries;

23 “(C) family literacy support;

24 “(D) culturally diverse and inclusive mate-
25 rials;

1 “(E) reading materials in the home; and

2 “(F) the freedom to choose reading mate-
3 rials.”; and

4 (8) by inserting after paragraph (52), as redes-
5 igned by paragraph (1), the following:

6 “(53) TEACHER.—The term ‘teacher’ includes a
7 school librarian.”.

8 **SEC. 23702. AMENDMENTS TO TITLE I.**

9 (a) STATE PLANS.—Section 1111 of the Elementary
10 and Secondary Education Act of 1965 (20 U.S.C. 6311)
11 is amended—

12 (1) in subsection (a)(4)(A)(ii)(I)(aa), by insert-
13 ing “(including school librarians)” after “teachers”;
14 and

15 (2) in subsection (g)—

16 (A) in paragraph (1)—

17 (i) by redesignating subparagraph (G)
18 as subparagraph (H);

19 (ii) in subparagraph (F), by striking
20 “and” after the semicolon;

21 (iii) by inserting after subparagraph
22 (F) the following:

23 “(G) how the State will work to ensure
24 that low-income students, minority students,
25 students with disabilities, and English learners

1 are not disproportionately enrolled in schools
2 that lack an effective school library, and the
3 measures the State educational agency will use
4 to evaluate and publicly report the progress of
5 the State educational agency with respect to en-
6 suring access to an effective school library;
7 and”; and

8 (iv) in subparagraph (H), as redesign-
9 nated by clause (i), by inserting “, includ-
10 ing the development of digital literacy and
11 information literacy skills” after “academic
12 standards”; and

13 (B) in paragraph (2)—

14 (i) in subparagraph (J), by inserting
15 “(including school librarians)” after
16 “teachers”;

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

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

22 (iv) by adding at the end the fol-
23 lowing:

24 “(O) the State educational agency has a
25 policy regarding the right to read and will no-

1 tify local educational agencies, Indian tribes
2 and tribal organizations, schools, teachers,
3 school librarians, principals, other school lead-
4 ers, specialized support personnel, parents, and
5 the public of such policy.”.

6 (b) LOCAL EDUCATIONAL AGENCY PLANS.—Section
7 1112 of the Elementary and Secondary Education Act of
8 1965 (20 U.S.C. 6312) is amended—

9 (1) in subsection (a)(1)(A), by inserting “(in-
10 cluding school librarians)” after “teachers”; and

11 (2) in subsection (b)—

12 (A) in paragraph (12)(B), by striking
13 “and” after the semicolon;

14 (B) by striking paragraph (13); and

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

16 “(13) how the local educational agency will—

17 “(A) support and improve effective school
18 libraries by supporting the work of State-cer-
19 tified school librarians to ensure that students
20 have equitable access to such libraries; and

21 “(B) assist schools in developing effective
22 school libraries to provide students an oppor-
23 tunity to develop digital literacy and informa-
24 tion literacy skills and improve academic
25 achievement;

1 “(14) the policies the local educational agency
2 has in place to protect the right to read; and

3 “(15) any other information on how the local
4 educational agency proposes to use funds to meet
5 the purposes of this part, and that the local edu-
6 cational agency determines appropriate to provide,
7 which may include a description of how the local
8 educational agency will assist schools in identifying
9 and serving gifted and talented students.”.

10 **SEC. 23703. AMENDMENTS TO TITLE II.**

11 (a) AUTHORIZATION OF APPROPRIATIONS.—Section
12 2003 of the Elementary and Secondary Education Act of
13 1965 (20 U.S.C. 6603) is amended—

14 (1) in subsection (b), by inserting “except for
15 subpart 2,” after “part B,”; and

16 (2) by adding at the end the following:

17 “(c) LITERACY EDUCATION FOR ALL, RESULTS FOR
18 THE NATION.—There are authorized to be appropriated—

19 “(1) for grants authorized under section 2222,
20 \$500,000,000 for fiscal year 2027 and each of the
21 succeeding 4 fiscal years; and

22 “(2) for grants authorized under section 2226,
23 \$100,000,000 for fiscal year 2027 and each of the
24 succeeding 4 fiscal years.”.

1 (b) FORMULA GRANTS TO STATES.—Section 2101 of
2 the Elementary and Secondary Education Act of 1965(20
3 U.S.C. 6611) is amended—

4 (1) in subsection (c)(4)(B)—

5 (A) by redesignating clauses (xiv) through
6 (xxi) as clauses (xvii) through (xxiv), respec-
7 tively;

8 (B) by amending clause (xiii) to read as
9 follows:

10 “(xiii) Supporting and improving ef-
11 fective school libraries that involve collabo-
12 ration with State-certified school librar-
13 ians.”; and

14 (C) by inserting after clause (xiii) the fol-
15 lowing:

16 “(xiv) Developing, improving, and im-
17 plementing mechanisms to assist local edu-
18 cational agencies and schools in effectively
19 recruiting, hiring, and retaining State-cer-
20 tified school librarians.

21 “(xv) Providing training to school li-
22 brarians, teachers, and school leaders on
23 how to leverage effective school libraries
24 for academic achievement, digital literacy,

1 information literacy, and student and fam-
2 ily engagement.

3 “(xvi) Providing training to library
4 paraprofessionals and other library staff to
5 improve the effectiveness of school library
6 programs.”; and

7 (2) in subsection (d)(3)(A), by inserting “(in-
8 cluding school librarians)” after “teachers”.

9 (c) LOCAL USES OF FUNDS.—Subparagraph (K) of
10 section 2103(b)(3) of the Elementary and Secondary Edu-
11 cation Act of 1965 (20 U.S.C. 6613(b)(3)(K)) is amended
12 to read as follows:

13 “(K) programs and activities to support
14 and improve effective school libraries that in-
15 volve collaboration with State-certified school li-
16 brarians, such as efforts to promote and sup-
17 port digital literacy, information literacy, ex-
18 tended student inquiry, and capstone projects;”.

19 (d) RESERVATIONS.—Section 2201 of the Elemen-
20 tary and Secondary Education Act of 1965 (20 U.S.C.
21 6621) is amended—

22 (1) by striking paragraph (2); and

23 (2) by redesignating paragraphs (3) and (4) as
24 paragraphs (2) and (3), respectively.

1 (e) LEARN PURPOSES AND DEFINITIONS.—Section
2 2221(b) of the Elementary and Secondary Education Act
3 of 1965 (20 U.S.C. 6641(b)) is amended—

4 (1) in paragraph (1)—

5 (A) in subparagraph (K), by striking
6 “and” after the semicolon;

7 (B) in subparagraph (L), by striking the
8 period at the end and inserting “; and”; and

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

10 “(M) provides opportunities for students to
11 develop digital literacy and information literacy
12 skills.”; and

13 (2) in paragraph (2)(C), by inserting “, public
14 libraries, or pediatric literacy programs” after
15 “which may include early childhood education pro-
16 grams”.

17 (f) COMPREHENSIVE LITERACY STATE DEVELOP-
18 MENT GRANTS.—Section 2222 of the Elementary and
19 Secondary Education Act of 1965 (20 U.S.C. 6642) is
20 amended—

21 (1) in subsection (a), by striking “From the
22 amounts reserved by the Secretary under section
23 2201(2) and not reserved under subsection (b),” and
24 inserting “From amounts appropriated to carry out
25 this section”;

1 (2) in subsection (b)—

2 (A) in the matter preceding paragraph (1),
3 by striking “reserved to carry out this subpart”
4 and inserting “appropriated to carry out this
5 section”; and

6 (B) in paragraphs (2) and (3), by striking
7 “subpart” and inserting “section” each place
8 the term appears;

9 (3) in subsection (d)—

10 (A) in paragraph (1), by striking “and the
11 State agency responsible for administering child
12 care programs” and inserting “the State agency
13 responsible for administering child care pro-
14 grams in the State, and the State library ad-
15 ministrative agency”; and

16 (B) in paragraph (2)(A), by inserting “,
17 diverse high quality print materials, and effec-
18 tive school libraries,” after “teachers of lit-
19 eracy”; and

20 (4) in subsection (f)(2)—

21 (A) by redesignating subparagraphs (B)
22 through (E) as subparagraphs (C) through (F),
23 respectively; and

24 (B) by inserting after subparagraph (A)
25 the following:

1 “(B) Providing technical assistance to eli-
2 gible entities in the development of effective
3 school libraries, which may include establishing
4 a statewide office to coordinate technical assist-
5 ance for such libraries.”.

6 (g) SUBGRANTS TO ELIGIBLE ENTITIES IN SUPPORT
7 OF BIRTH THROUGH KINDERGARTEN ENTRY LIT-
8 ERACY.—Section 2223(a)(1) of the Elementary and Sec-
9 ondary Education Act of 1965 (20 U.S.C. 6643(a)(1)) is
10 amended by inserting “the State library administrative
11 agency,” before “and, if applicable,”.

12 (h) INNOVATIVE APPROACHES TO LITERACY.—Sec-
13 tion 2226(a) of the Elementary and Secondary Education
14 Act of 1965 (20 U.S.C. 6646(a)) is amended—

15 (1) in the matter preceding paragraph (1), by
16 striking “From amounts reserved under section
17 2201(2)” and inserting “From amounts appro-
18 priated to carry out this section”;

19 (2) by redesignating paragraphs (2) and (3) as
20 paragraphs (3) and (4), respectively; and

21 (3) by inserting after paragraph (1) the fol-
22 lowing:

23 “(2) increasing the number of State-certified
24 school librarians supporting students in high need
25 schools;”.

1 (i) TECHNICAL AMENDMENTS.—

2 (1) Section 2231(a) of the Elementary and Sec-
3 ondary Education Act of 1965 (20 U.S.C. 6661(a))
4 is amended, in the matter preceding paragraph (1)
5 by striking “section 2201(3)” and inserting “section
6 2201(2)”.

7 (2) Section 2241 of the Elementary and Sec-
8 ondary Education Act of 1965 (20 U.S.C. 6671) is
9 amended, in the matter preceding paragraph (1), by
10 striking “section 2201(4)” and inserting “section
11 2201(3)”.

12 **SEC. 23704. AMENDMENTS TO TITLE IV.**

13 (a) STATE USE OF FUNDS.—Section
14 4104(b)(3)(A)(i) of the Elementary and Secondary Edu-
15 cation Act of 1965 (20 U.S.C. 7114(b)(3)(A)(i)) is amend-
16 ed—

17 (1) by redesignating subclauses (VI) and (VII)
18 as subclauses (VII) and (VIII), respectively; and

19 (2) by inserting after subclause (V) the fol-
20 lowing:

21 “(VI) digital literacy and infor-
22 mation literacy activities and pro-
23 grams, including those provided
24 through effective school libraries;”.

1 (b) ACTIVITIES TO SUPPORT WELL-ROUNDED EDU-
2 CATIONAL OPPORTUNITIES.—Section 4107(a)(3) of the
3 Elementary and Secondary Education Act of 1965 (20
4 U.S.C. 7117(a)(3)) is amended—

5 (1) by redesignating subparagraphs (I) and (J)
6 as subparagraphs (J) and (K), respectively; and

7 (2) by inserting after subparagraph (H) the fol-
8 lowing:

9 “(I) programs and activities the promote
10 the development of digital literacy and informa-
11 tion literacy skills, including those provided
12 through an effective school library;”.

13 **SEC. 23705. DATA COLLECTION AND REPORTING ON**
14 **SCHOOL LIBRARIES.**

15 (a) DATA COLLECTION.—The Secretary of Education
16 shall direct the National Center for Education Statistics
17 to biennially collect data on elementary school and sec-
18 ondary school libraries.

19 (b) ELEMENTS.—The data collected biennially under
20 subsection (a) shall include—

21 (1) the number and percentage of elementary
22 schools and secondary schools in each State that
23 have dedicated school library facilities located on the
24 grounds of the school and the square footage of each
25 such library facility;

1 (2) the number and percentage of schools
2 counted under paragraph (1) that employ at least
3 one full-time State-certified school librarian; and

4 (3) with respect to each elementary school and
5 secondary school library—

6 (A) the number of State-certified school li-
7 brarians;

8 (B) the number of additional school library
9 staff;

10 (C) the number and types of physical col-
11 lections or assets;

12 (D) the number and types of virtual collec-
13 tions or databases the school library has access
14 to;

15 (E) the number and types of student use
16 devices managed by school library staff;

17 (F) the amount of time State-certified
18 school librarians spend planning with teachers
19 and instructing students;

20 (G) the amount of time State-certified
21 school librarians spend planning with and pro-
22 viding professional development for teachers;
23 and

1 (H) other pertinent information that the
2 Secretary of Education determines is important
3 in order to support effective school libraries.

4 (c) REPORT TO CONGRESS.—Not later than one year
5 after the date of enactment of this section and every 2
6 years thereafter, the Secretary of Education shall submit
7 to Congress a report that includes the data collected under
8 this section.

9 (d) AUTHORIZATION OF APPROPRIATIONS.—There
10 are authorized to be appropriated to carry out this section
11 such sums as may be necessary for each fiscal year.

12 **SEC. 23706. LIABILITY PROTECTIONS RELATED TO THE**
13 **RIGHT TO READ.**

14 (a) PREEMPTION AND ELECTION OF STATE NON-
15 APPLICABILITY.—Section 8555(b) of the Elementary and
16 Secondary Education Act of 1965 (20 U.S.C. 7945(b)) is
17 amended by striking “This subpart shall not apply” and
18 inserting “Except with respect to section 8556(b), this
19 subpart shall not apply”.

20 (b) IN GENERAL.—Section 8556 of the Elementary
21 and Secondary Education Act of 1965 (20 U.S.C. 7946)
22 is amended—

23 (1) by redesignating subsections (b) through (e)
24 as subsections (c) through (f), respectively;

1 (2) by inserting after subsection (a) the fol-
2 lowing:

3 “(b) LIABILITY PROTECTIONS RELATED TO THE
4 RIGHT TO READ.—No teacher, school librarian, school
5 leader, paraprofessional, or other staff in a school shall
6 be liable for harm caused by an act or omission of such
7 individual if the actions of the individual were carried out
8 in conformity with State or local policies regarding the
9 right to read.”;

10 (3) in subsection (a), in the matter preceding
11 paragraph (1), by striking “subsection (b)” and in-
12 serting “subsection (c)”;

13 (4) in subsection (c)(3), as redesignated by
14 paragraph (1), by striking “A State law that” and
15 inserting “Except with respect to subsection (b), a
16 State law that”; and

17 (5) in subsection (f), as redesignated by para-
18 graph (1)—

19 (A) in paragraph (1), by striking “Nothing
20 in this section” and inserting “Except with re-
21 spect to subsection (b), nothing in this section”;
22 and

23 (B) in paragraph (2), by striking “Nothing
24 in this subpart” and inserting “Except with re-

1 spect to subsection (b), nothing in this sub-
2 part”.

3 **SEC. 23707. PROTECTING CONSTITUTIONAL RIGHTS IN**
4 **SCHOOL LIBRARIES.**

5 Subpart 2 of part F of title VIII of the Elementary
6 and Secondary Education Act of 1965 (20 U.S.C. 7901
7 et seq.) is amended by adding at the end the following:

8 **“SEC. 8549D. PROTECTING CONSTITUTIONAL RIGHTS IN**
9 **SCHOOL LIBRARIES.**

10 “The Secretary shall require an assurance from each
11 State educational agency and local educational agency re-
12 ceiving funds under this Act that such agency—

13 “(1) will protect the First Amendment rights of
14 students in school libraries and will affirmatively
15 further the right to receive information by—

16 “(A) providing access to a variety of read-
17 ing materials;

18 “(B) recognizing that public schools pre-
19 pare individuals for participation as citizens;

20 “(C) recognizing that school boards have
21 important and discretionary functions;

22 “(D) acknowledging that among a school
23 board’s functions is a role to play in deter-
24 mining the holdings of a school library;

1 “(E) understanding the importance of
2 First Amendment protections in school libraries
3 as centers for voluntary inquiry and the dis-
4 semination of information and ideas;

5 “(F) understanding that school boards
6 must exercise their discretionary authority in a
7 manner that comports with First Amendment
8 protections and imperatives; and

9 “(G) understanding that the exercise of a
10 school board’s role in determining the holdings
11 of a school library may not be done in a manner
12 that is partisan, political, or otherwise aimed at
13 prescribing particular schools of thought or
14 opinion; and

15 “(2) will provide equal protection in the conduct
16 of school libraries in compliance with the require-
17 ments of the Fourteenth Amendment and non-
18 discrimination laws.”.

1 **Subtitle D—Education Research**
2 **and Development**

3 **PART 1—NEW ESSENTIAL EDUCATION**

4 **DISCOVERIES**

5 **SEC. 24101. NATIONAL CENTER FOR ADVANCED DEVELOP-**
6 **MENT IN EDUCATION.**

7 (a) ORGANIZATION.—Section 111(c)(3) of the Edu-
8 cation Sciences Reform Act of 2002 (20 U.S.C.
9 9511(c)(3)) is amended—

10 (1) in subparagraph (C), by striking “and” at
11 the end;

12 (2) in subparagraph (D), by striking the period
13 at the end and inserting “; and”; and

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

15 “(E) the National Center for Advanced
16 Development in Education (as described in part
17 G).”.

18 (b) DEFINITIONS.—Section 102 of the Education
19 Sciences Reform Act of 2002 (20 U.S.C. 9501) is amend-
20 ed by adding at the end the following:

21 “(24) SCIENCE OF LEARNING AND DEVELOP-
22 MENT.—The term ‘science of learning and develop-
23 ment’ means the body of peer-reviewed knowledge
24 from a variety of academic fields and disciplines that
25 demonstrates how students best learn and develop.”.

1 (c) ESTABLISHMENT.—Title I of the Education
2 Sciences Reform Act of 2002 (20 U.S.C. 9501 et seq.)
3 is amended by adding at the end the following:

4 **“PART G—NATIONAL CENTER FOR ADVANCED**
5 **DEVELOPMENT IN EDUCATION**

6 **“SEC. 195. ESTABLISHMENT.**

7 “(a) ESTABLISHMENT.—There is established in the
8 Institute a National Center for Advanced Development in
9 Education (in this part referred to as the ‘Advanced De-
10 velopment Center’).

11 “(b) MISSION.—The mission of the Advanced Devel-
12 opment Center is to—

13 “(1) identify, develop, and promote advances in
14 and new solutions for teaching and learning, with an
15 emphasis on breakthrough technologies, new peda-
16 gogical approaches, innovative learning models, and
17 more efficient, reliable, and valid forms of assess-
18 ments;

19 “(2) identify, develop, and promote trans-
20 formative, community-informed solutions to address
21 disparities in achievement and opportunity for stu-
22 dents;

23 “(3) identify, develop, and promote community-
24 informed advances in teaching and learning that

1 have the potential to transform education practices
2 across—

3 “(A) early childhood education;

4 “(B) elementary and secondary education;

5 “(C) postsecondary education;

6 “(D) adult education;

7 “(E) special education and services for stu-
8 dents with disabilities; and

9 “(F) services for English learners;

10 “(4) identify, develop, test, and promote strate-
11 gies and interventions that support student relation-
12 ships and skill-building consistent with the science of
13 learning and development;

14 “(5) identify and provide community-informed
15 recommendations and solutions that address addi-
16 tional factors that can improve student outcomes, in-
17 cluding—

18 “(A) access to a diverse teaching work-
19 force; and

20 “(B) institutional barriers, including with
21 respect to students from underrepresented com-
22 munities; and

23 “(6) investigate transformative research oppor-
24 tunities, including—

1 “(A) technologies to analyze speech sam-
2 ples and identify speech and reading disorders;

3 “(B) identifying tools to support skill ac-
4 quisition outside of school (including tools for
5 parents); and

6 “(C) developing tools to provide feedback
7 directly to students on their competencies.

8 **“SEC. 196. COMMISSIONER FOR ADVANCED EDUCATION DE-**
9 **VELOPMENT.**

10 “The Advanced Development Center shall be headed
11 by a Commissioner for Advanced Education Development
12 (in this part referred to as the ‘Advanced Development
13 Commissioner’) who shall be highly qualified and have
14 substantial knowledge of the methodologies used and ac-
15 tivities undertaken by the Advanced Development Center.

16 **“SEC. 197. DUTIES.**

17 “(a) GENERAL DUTIES.—The Advanced Develop-
18 ment Center shall—

19 “(1) collect, report, analyze, and disseminate
20 data related to transforming education in the United
21 States;

22 “(2) approve and terminate projects in accord-
23 ance with subsection (f)(2)(B);

24 “(3) set priorities that align with the mission of
25 the Advanced Development Center, including by

1 identifying areas that can be furthered by research
2 and development, including—

3 “(A) interventions for learning accelera-
4 tion, with a particular focus on students who
5 score below proficient on the academic assess-
6 ments in mathematics or reading or language
7 arts described in section 1111(b)(2) of the Ele-
8 mentary and Secondary Education Act of 1965
9 (20 U.S.C. 6311(b)(2));

10 “(B) pedagogy; and

11 “(C) assessments administered to students,
12 including such assessments that are summative,
13 formative, competency-based, performance-
14 based, administered throughout the school year
15 to produce a single summative assessment
16 score, or incorporated into an instructional se-
17 quence or lesson;

18 “(4) support the use of scientific discoveries
19 and inventions to improve teaching and learning;

20 “(5) carry out the evaluation and dissemination
21 requirements under subsection (e); and

22 “(6) convene and engage an advisory panel
23 under section 198.

24 “(b) PLAN.—Not later than 6 months after the date
25 of the enactment of this part, and every 3 years thereafter,

1 the Advanced Development Commissioner shall submit to
2 the Director a research plan that—

3 “(1) is consistent with the priorities and mis-
4 sion of the Institute and the mission of the Ad-
5 vanced Development Center; and

6 “(2) describes how the Advanced Development
7 Center will use the performance management system
8 described in section 185 to assess and improve the
9 activities of the Advanced Development Center.

10 “(c) TRAINING PROGRAM.—The Advanced Develop-
11 ment Commissioner may establish a program to train em-
12 ployees of public and private educational agencies, organi-
13 zations, and institutions and may establish a fellowship
14 program to appoint such employees as temporary fellows
15 at the Advanced Development Center in order to assist
16 the Advanced Development Center in carrying out its du-
17 ties.

18 “(d) COLLABORATION.—

19 “(1) IN GENERAL.—In carrying out the duties
20 under this section, the Advanced Development Com-
21 missioner may award grants and cash prizes, enter
22 into contracts and cooperative agreements, and pro-
23 vide technical assistance.

24 “(2) ENTITIES.—In awarding grants and cash
25 prizes and entering into contracts and cooperative

1 agreements under paragraph (1), the Advanced De-
2 velopment Commissioner shall—

3 “(A) solicit applications from public and
4 private entities; and

5 “(B) build research collaborations between
6 a variety of stakeholders—

7 “(i) from the private and public sec-
8 tors; and

9 “(ii) with expertise in education prac-
10 tices, including teachers, principals and
11 other school leaders, and local and State
12 educational agency leaders.

13 “(3) APPLICABLE PROGRAMS.—For purposes of
14 carrying out an applicable program under subsection
15 (f)(2), a program manager may enter into contracts
16 and cooperative agreements in the manner described
17 in paragraph (2).

18 “(e) EVALUATION AND DISSEMINATION.—

19 “(1) EVALUATION.—

20 “(A) IN GENERAL.—The Advanced Devel-
21 opment Commissioner shall obtain independent,
22 periodic, and rigorous evaluation of—

23 “(i) the effectiveness of the processes
24 that the Advanced Development Center is

1 using to achieve the mission described in
2 section 195(b);

3 “(ii) the relevance, accessibility, and
4 utility of the awards made and trans-
5 actions entered into under subsection (d)
6 to education practitioners; and

7 “(iii) the effectiveness of the projects
8 carried out through such awards and
9 transactions, using evidence standards de-
10 veloped in consultation with the Institute
11 of Education Sciences, and the suitability
12 of such projects for further investment or
13 increased scale.

14 “(B) BEST PRACTICES.—The Advanced
15 Development Commissioner shall assess the in-
16 formation obtained from the evaluation and
17 identify best practices for the Advanced Devel-
18 opment Center.

19 “(2) DISSEMINATION.—

20 “(A) IN GENERAL.—The Advanced Devel-
21 opment Center shall disseminate, through the
22 entities listed in subparagraph (B), information
23 obtained from the evaluation under paragraph
24 (1) and any other information determined to be
25 relevant by the Advanced Development Commis-

1 sioner with respect to effective practices and
2 technologies developed under the Advanced De-
3 velopment Center, as appropriate, to—

4 “(i) education professionals, including
5 teachers, principals, and local and State
6 superintendents; and

7 “(ii) parents and other caregivers.

8 “(B) ENTITIES.—The Advanced Develop-
9 ment Center shall distribute the information de-
10 scribed in subparagraph (A) through—

11 “(i) the comprehensive centers estab-
12 lished under 203 of the Educational Tech-
13 nical Assistance Act of 2002 (20 U.S.C.
14 9602);

15 “(ii) the regional laboratories system
16 established under section 174 of the Edu-
17 cation Sciences Reform Act of 2002 (20
18 U.S.C. 9564); and

19 “(iii) such other means as the Ad-
20 vanced Development Commissioner, in con-
21 sultation with the Director and the Sec-
22 retary, determines to be appropriate.

23 “(3) USE AND ADOPTION.—The Advanced De-
24 velopment Commissioner shall support the use and

1 adoption of the best practices identified in para-
2 graph (1)(B) at all levels of education and training.

3 “(f) HIRING.—

4 “(1) IN GENERAL.—Notwithstanding section
5 188, the Advanced Development Commissioner, with
6 the approval of and in collaboration with the Direc-
7 tor, shall—

8 “(A) make appointments of scientific, engi-
9 neering, and professional personnel, which may
10 include temporary or time-limited appointments
11 as determined by the Director to be necessary
12 to carry out the mission described in section
13 195(b), without regard to the provisions of title
14 5, United States Code, governing appointment
15 in the competitive service and fix the compensa-
16 tion of such personnel at a rate to be deter-
17 mined by the Director;

18 “(B) hire staff with sufficient qualifica-
19 tions and expertise (as determined by the Com-
20 missioner in consultation with the Director) to
21 enable the Advanced Development Center to
22 carry out the duties described in subsection (a)
23 in conjunction with other operations of the In-
24 stitute, without regard to the provisions of title
25 5, United States Code, governing appointment

1 in the competitive service and fix the compensa-
2 tion of such staff at a rate to be determined by
3 the Director; and

4 “(C) use all existing authorities of the Di-
5 rector to hire administrative, financial, and cler-
6 ical staff as necessary to carry out this sub-
7 section and pay such staff in accordance with
8 the provisions of chapter 51 and subchapter III
9 of chapter 53 of title 5, United States Code, re-
10 lating to classification and General Schedule
11 pay rates.

12 “(2) PROGRAM MANAGERS.—

13 “(A) IN GENERAL.—The Advanced Devel-
14 opment Commissioner, with the approval of and
15 in collaboration with the Director, shall des-
16 ignate staff appointed or hired under subpara-
17 graph (A) or (B) of paragraph (1), respectively,
18 to serve as program managers for the Advanced
19 Development Center.

20 “(B) DUTIES.—A program manager shall
21 be responsible for—

22 “(i) establishing research and develop-
23 ment goals for an applicable program, in-
24 cluding by developing and hosting work-
25 shops and consulting with outside experts;

1 “(ii) publicizing such goals;

2 “(iii) soliciting applications from eligi-
3 ble entities for projects that advance such
4 goals and contribute to making rapid ad-
5 vances in teaching and learning, to be sub-
6 mitted by such entities at such time, in
7 such manner, and containing such infor-
8 mation as the program manager, in con-
9 junction with the Advanced Development
10 Commissioner, may require;

11 “(iv) selecting, on a competitive basis,
12 such projects to be supported under an ap-
13 plicable program, taking into consider-
14 ation—

15 “(I) the novelty and scientific
16 and technical merit of a proposed
17 project;

18 “(II) the demonstrated capabili-
19 ties of the eligible entity to success-
20 fully carry out such proposed project;

21 “(III) the extent to which the eli-
22 gible entity considered, as part of the
23 application submitted under clause
24 (iii), future commercial applications of
25 a proposed project to increase the

1 likelihood of scalability of such
2 project; and

3 “(IV) such other criteria as the
4 program manager, in conjunction with
5 the Advanced Development Commis-
6 sioner, may require;

7 “(v) terminating such projects, as ap-
8 plicable; and

9 “(vi) establishing the research collabo-
10 rations described in subsection (d)(3).

11 “(C) DEFINITIONS.—In this paragraph:

12 “(i) APPLICABLE PROGRAM.—The
13 term ‘applicable program’ means a pro-
14 gram—

15 “(I) for which a project manager
16 establishes research and development
17 goals;

18 “(II) that supports projects
19 aligned with such goals; and

20 “(III) that receives funds from
21 the Advanced Development Center.

22 “(ii) ELIGIBLE ENTITY.—The term
23 ‘eligible entity’ means—

24 “(I) a State educational agency;

25 “(II) a local educational agency;

1 “(III) a public or private non-
2 profit institution of higher education;

3 “(IV) a nonprofit educational or-
4 ganization; and

5 “(V) a federally funded research
6 and development center.

7 **“SEC. 198. ADVISORY PANEL.**

8 “(a) ESTABLISHMENT.—Not later than 90 days after
9 the date on which the Advanced Development Commis-
10 sioner is appointed, the Commissioner shall establish an
11 advisory panel to identify, evaluate, and make rec-
12 ommendations with respect to improving education re-
13 search in order to promote the mission of the Advanced
14 Development Center.

15 “(b) DUTIES.—

16 “(1) REPORT.—Not later than 2 years after the
17 date on which the advisory panel is established, the
18 advisory panel shall create and update on an annual
19 basis a report that—

20 “(A) identifies, analyzes, and evaluates the
21 state of—

22 “(i) education research and develop-
23 ment; and

24 “(ii) education research priorities at
25 the State and local levels;

1 “(B) identifies and promotes advances in
2 teaching and learning; and

3 “(C) highlights factors that can have an
4 impact on student learning outcomes, with par-
5 ticular attention to opportunity and achieve-
6 ment disparities for students, including the fac-
7 tors addressed in section 195(b)(6).

8 “(2) SUBMISSION AND PUBLICATION.—Not
9 later than 1 month after the date on which the re-
10 port described in paragraph (1) is created and not
11 later than 1 month after each subsequent update of
12 such report, the advisory panel shall—

13 “(A) submit such report to—

14 “(i) the Advanced Development Com-
15 missioner;

16 “(ii) the Director;

17 “(iii) the Secretary;

18 “(iv) the Committee on Appropria-
19 tions of the House of Representatives;

20 “(v) the Committee on Appropriations
21 of the Senate;

22 “(vi) the Committee on Education and
23 Workforce of the House of Representa-
24 tives; and

1 “(vii) the Committee on Health, Edu-
2 cation, Labor, and Pensions of the Senate;
3 and

4 “(B) make such report publicly available
5 on the website of the Institute.

6 “(c) MEMBERSHIP.—The advisory panel shall be
7 composed of at least 8, but not more than 12, members
8 appointed by the Advanced Development Commissioner as
9 follows:

10 “(1) At least 1 but not more than 2 members
11 shall be parents.

12 “(2) At least 1 but not more than 2 members
13 shall be education professionals.

14 “(3) At least 1 but not more than 2 members
15 shall be experts in technology.

16 “(4) At least 1 but not more than 2 members
17 shall be specialists in rapid gains in student achieve-
18 ment and school improvement.

19 “(5) At least 1 but not more than 2 members
20 shall be specialists in personalized learning.

21 “(6) At least 1 but not more than 2 members
22 shall be education and social science researchers.

23 “(7) At least 1 but not more than 2 members
24 shall be representatives from the Department or Na-
25 tional Science Foundation.

1 “(8) At least 1 but not more than 2 members
2 shall be individuals with expertise in education
3 issues not otherwise represented who will contribute
4 to the overall rigor and quality of the Advanced De-
5 velopment Center.

6 “(d) ADVISORY NATURE.—The function of the advi-
7 sory panel shall be advisory in nature. Nothing in this sec-
8 tion shall be construed as giving the advisory panel au-
9 thority over the activities authorized under this part.

10 “(e) TERMINATION.—The advisory panel shall termi-
11 nate 5 years after the date of establishment of such panel.

12 **“SEC. 199. COMMUNITY-INFORMED DEFINED.**

13 “‘In this part, the term ‘community-informed’ means
14 to be informed by input from State educational agencies,
15 local educational agencies, parents, students, and edu-
16 cation practitioners, including teachers, principals, and
17 other school leaders within the community or regional area
18 where activities planned and carried out by the Advanced
19 Development Center will occur.

20 **“SEC. 200. AUTHORIZATION OF APPROPRIATIONS.**

21 “(a) IN GENERAL.—There are authorized to be ap-
22 propriated to carry out this part \$500,000,000 for each
23 of fiscal years 2026 through 2030.

1 “(b) TIMING.—Amounts made available for a fiscal
2 year under subsection (a) shall remain available until ex-
3 pended.

4 “(c) RESERVATION.—The Secretary may reserve not
5 more than 5 percent of the funds appropriated for a fiscal
6 year under subsection (a) for administrative expenses and
7 technical assistance.”.

8 **SEC. 24102. IMPROVING STATEWIDE LONGITUDINAL DATA**
9 **SYSTEMS.**

10 Section 208 of the Education Sciences Reform Act
11 of 2002 (20 U.S.C. 9607) is amended to read as follows:

12 **“SEC. 208. GRANT PROGRAM FOR STATEWIDE LONGITU-**
13 **DINAL DATA SYSTEMS.**

14 “(a) GRANTS AUTHORIZED.—

15 “(1) GRANTS FOR STATEWIDE LONGITUDINAL
16 DATA SYSTEMS.—

17 “(A) IN GENERAL.—The Secretary shall
18 award, on a competitive basis, grants to eligible
19 agencies to enable such agencies to design, de-
20 velop, implement, and improve statewide longi-
21 tudinal data systems.

22 “(B) PERIOD.—

23 “(i) IN GENERAL.—Except as pro-
24 vided in clause (ii), a grant awarded under

1 subparagraph (A) shall be for a period of
2 not longer than 4 years.

3 “(ii) RENEWAL.—Upon the conclusion
4 of the grant period described in clause (i),
5 the Secretary may renew a grant awarded
6 under subparagraph (A) for 2 additional
7 years if the eligible agency demonstrates
8 significant progress in meeting its goals, as
9 determined by the Secretary.

10 “(2) PLANNING GRANTS.—

11 “(A) IN GENERAL.—Of the amounts made
12 available to carry out this section, the Secretary
13 may reserve not more than 10 percent to award
14 planning grants to eligible agencies to support
15 planning related to the design, development, im-
16 plementation, improvement, and sustainability
17 of statewide longitudinal data systems, which
18 may include planning to support—

19 “(i) the integration or coordination of
20 additional Federal, State, Tribal, or local
21 data sources in the statewide longitudinal
22 data system, which may include facilitating
23 interoperability and linkages across such
24 data sources, including from across other
25 Federal, State, Tribal, or local agencies;

1 “(ii) alignment with the voluntary
2 standards and guidelines described in sec-
3 tion 143(a)(6), which may include the use
4 of linked, open, and interoperable data
5 standards;

6 “(iii) the development of products,
7 tools, or interfaces that provide appro-
8 priate access to data insights produced by
9 the statewide longitudinal data system; and

10 “(iv) upgrading data infrastructure or
11 reporting systems.

12 “(B) PERIOD.—A grant awarded under
13 subparagraph (A) shall be for a period of not
14 longer than 18 months.

15 “(C) ENGAGEMENT.—In carrying out
16 planning activities under this paragraph, an eli-
17 gible agency shall, to the greatest extent prac-
18 ticable, engage students, families, practitioners,
19 education system leaders, policymakers, commu-
20 nity organizations, and State, Tribal, and local
21 public agencies.

22 “(b) APPLICATION.—An eligible agency desiring a
23 grant under subsection (a)(1) shall submit an application
24 to the Secretary at such time, in such manner, and accom-

1 panied by such information as the Secretary may reason-
2 ably require, including the following:

3 “(1) A description of how the eligible agency
4 will design, develop, implement, or improve a state-
5 wide longitudinal data system that will integrate
6 data in accordance with the individual privacy and
7 data security requirements specified in section 183,
8 from the following data sources, to the greatest ex-
9 tent practicable:

10 “(A) Early childhood education, in accord-
11 ance with the guidance developed pursuant to
12 subsection (g)(2).

13 “(B) Elementary and secondary education,
14 including data reported from local educational
15 agencies and the State educational agency.

16 “(C) Career and technical education.

17 “(D) Postsecondary education, including
18 data reported from public institutions of higher
19 education and public systems of institutions of
20 higher education.

21 “(E) Adult education and workforce devel-
22 opment programs.

23 “(F) Unemployment insurance or other
24 statewide data sources with access to labor
25 market outcomes or wage record data and in

1 accordance with privacy and data security re-
2 quirements of the State.

3 “(G) The Bureau of Indian Education, as
4 applicable.

5 “(2) A description of how the eligible agency
6 will design, develop, implement, or improve a state-
7 wide longitudinal data system that may integrate
8 data from other Federal, State, or local public or
9 private agencies or organizations, in accordance with
10 Federal and State privacy laws.

11 “(3) A description of how the eligible agency
12 will ensure that the statewide longitudinal data sys-
13 tem will—

14 “(A) be able to publicly disaggregate stu-
15 dent data by each subgroup of students (as de-
16 fined in section 1111(c)(2) of the Elementary
17 and Secondary Education Act of 1965 (20
18 U.S.C. 6311(c)(2)));

19 “(B) ensure technical quality, including va-
20 lidity and reliability, of the data managed by
21 the statewide longitudinal data system;

22 “(C) enable the development of tools, prod-
23 ucts, or interfaces that will provide publicly ac-
24 cessible and useful information to students,
25 families, practitioners, education system lead-

1 ers, policymakers, community organizations,
2 State and local public agencies, and the public
3 in a manner that protects and promotes indi-
4 vidual privacy and data security; and

5 “(D) enable researchers to conduct sci-
6 entifically valid research in a manner that ad-
7 heres to Federal or State privacy laws and pro-
8 tections.

9 “(4) A description of how the statewide longitu-
10 dinal data system will, to the extent practicable, pro-
11 mote standardized data definitions, open data for-
12 mats, other widely recognized and adopted stand-
13 ards, and linkages utilized in multiple States, and be
14 aligned with subchapter I of chapter 35 of title 44,
15 United States Code.

16 “(5) A description of how the eligible agency
17 will protect and promote individual privacy and data
18 security in implementing the State longitudinal data
19 system, including by—

20 “(A) defining policies, guidelines, or proto-
21 cols as appropriate for data collection, storage,
22 data sharing, use, data destruction, and disclo-
23 sure avoidance to secure any personally identifi-
24 able information;

1 “(B) reviewing how researchers, State
2 agencies, local agencies, and other entities that
3 will have access to the statewide longitudinal
4 data systems under this section will adhere to
5 Federal and State privacy laws and protections
6 in the building, maintenance, and use of such
7 data systems; and

8 “(C) providing training or professional de-
9 velopment to any employee or contractor of
10 such system to ensure compliance with section
11 444 of the General Education Provisions Act
12 (commonly known as the ‘Family Educational
13 Rights and Privacy Act of 1974’), section 445
14 of that Act (commonly known as the ‘Protection
15 of Pupil Rights Amendment’), the Children’s
16 Online Privacy Protection Act of 1998 (15
17 U.S.C. 6501 et seq.), the Health Insurance
18 Portability and Accountability Act of 1996
19 (Public Law 104–191), and any other relevant
20 Federal or State privacy law as determined by
21 the Secretary.

22 “(6) A description of the data governance struc-
23 ture for the statewide longitudinal data system,
24 which shall, to the greatest extent practicable, sup-
25 port the implementation of statewide data govern-

1 ance structures that involve all relevant State agen-
2 cies, and which may include establishing a State
3 chief privacy officer or a data governance coordi-
4 nator.

5 “(7) A description of how the eligible agency
6 will promote long-term sustainability of the state-
7 wide longitudinal data system, including by identi-
8 fying State and local funding that will be used to
9 support the operation, maintenance, and upgrades of
10 such system.

11 “(c) SELECTION.—

12 “(1) IN GENERAL.—In awarding grants under
13 subsection (a)(1), the Secretary shall use a peer re-
14 view process that, with respect to the entities se-
15 lected—

16 “(A) ensures technical quality (including
17 validity and reliability), promotes data linkages
18 within the State, and ensures the protection of
19 individual privacy consistent with section 183;

20 “(B) promotes the generation and accurate
21 and timely use of data that is needed—

22 “(i) to support implementation of—

23 “(I) the Elementary and Sec-
24 ondary Education Act of 1965;

1 “(II) the Higher Education Act
2 of 1965;

3 “(III) the Individuals with Dis-
4 abilities Education Act;

5 “(IV) the Carl D. Perkins Career
6 and Technical Education Act of 2006;

7 “(V) the Workforce Innovation
8 and Opportunity Act (29 U.S.C. 3101
9 et seq.);

10 “(VI) the Head Start Act (42
11 U.S.C. 9831 et seq.);

12 “(VII) the Child Care and Devel-
13 opment Block Grant Act of 1990 (42
14 U.S.C. 9857 et seq.); and

15 “(VIII) other relevant Federal
16 laws as determined by the Secretary;
17 and

18 “(ii) to facilitate research to improve
19 educational and employment opportunities
20 and outcomes, including student academic
21 achievement, postsecondary education ac-
22 cess and completion, labor market out-
23 comes, and the closing of opportunity and
24 achievement gaps between subgroups of
25 students (as defined in section 1111(c)(2)

1 of the Elementary and Secondary Edu-
2 cation Act of 1965 (20 U.S.C.
3 6311(c)(2))).

4 “(2) PRIORITY.—In awarding grants under
5 subsection (a)(1), the Secretary shall give priority to
6 eligible agencies that—

7 “(A) received a planning grant under sub-
8 section (a)(2) and propose to carry out activi-
9 ties informed by such planning;

10 “(B) propose the development of products,
11 tools, or interfaces that provide appropriate ac-
12 cess to data insights produced by the statewide
13 longitudinal data system; or

14 “(C) require the use of the voluntary
15 standards and guidelines described in section
16 153(a)(5).

17 “(d) USE OF FUNDS.—An eligible agency receiving
18 an award under subsection (a)(1)—

19 “(1) shall use funds—

20 “(A) to enhance or modernize data infra-
21 structure and analytics capacity to integrate
22 data across early childhood education through
23 postsecondary study and labor market outcomes
24 into the statewide longitudinal data system; and

1 “(B) to carry out the activities described in
2 paragraphs (1) through (7) of subsection (b);
3 and

4 “(2) may carry out 1 or more of the following
5 activities:

6 “(A) Award subgrants to public agencies
7 or institutions of higher education to improve
8 the capacity of such agencies or institutions to
9 participate in statewide longitudinal data sys-
10 tems.

11 “(B) Integrate additional Federal, State,
12 or local data sources in the statewide longitu-
13 dinal data system or facilitate interoperability
14 between such data sources.

15 “(C) Develop or increase the access of the
16 public to products, tools, or interfaces that pro-
17 vide appropriate access to data insights pro-
18 duced by the statewide longitudinal data sys-
19 tem.

20 “(D) Implement policies to protect and
21 promote student privacy and data security.

22 “(E) Provide professional development to
23 individuals, practitioners, and education system
24 leaders to better understand, use, and analyze

1 data from the statewide longitudinal data sys-
2 tem.

3 “(e) SUPPLEMENT NOT SUPPLANT.—Funds made
4 available under this section shall be used to supplement,
5 and not supplant, other State or local funds used for de-
6 veloping State data systems.

7 “(f) REPORT.—Not later than 1 year after the date
8 of enactment of the New Essential Education Discoveries
9 Act of 2025, and again 3 years after such date of enact-
10 ment, the Secretary, in consultation with the National
11 Academies Committee on National Statistics shall make
12 publicly available a report on the implementation and ef-
13 fectiveness of Federal, State, and local efforts related to
14 the activities carried out by eligible entities that receive
15 a grant under subsection (a)(1), including—

16 “(1) identifying and analyzing State practices
17 regarding the development and use of statewide lon-
18 gitudinal data systems;

19 “(2) evaluating the ability of such systems to
20 manage individual student data, promote linkages
21 across States, and protect student privacy consistent
22 with section 183; and

23 “(3) identifying best practices and areas for im-
24 provement.

25 “(g) GUIDANCE.—

1 “(1) IN GENERAL.—Not later than 1 year after
2 the date of enactment of the New Essential Edu-
3 cation Discoveries Act of 2025, and on an ongoing
4 basis thereafter, the Secretary shall issue guidance
5 and provide technical assistance on—

6 “(A) protecting and promoting individual
7 privacy and data security in implementing
8 statewide longitudinal data systems in accord-
9 ance with applicable Federal, State, and local
10 privacy laws;

11 “(B) developing or increasing the public’s
12 access to products, tools, or interfaces that pro-
13 vide appropriate access to data insights pro-
14 duced by statewide longitudinal data systems,
15 which may support the public, researchers, pol-
16 icymakers, practitioners, and States in effi-
17 ciently and accurately accessing, managing,
18 analyzing, and using data to inform decision
19 making and improve educational opportunities
20 and outcomes, including academic achievement,
21 postsecondary education access and completion,
22 and labor market outcomes; and

23 “(C) supporting data linkages between a
24 statewide longitudinal data system and data
25 from postsecondary education, workforce pro-

1 grams, unemployment insurance, or other state-
2 wide data sources with access to wage record
3 data, which shall include the use of different
4 unique identifiers and may include the use of
5 Social Security numbers, in accordance with ap-
6 plicable Federal, State, and local privacy laws.

7 “(2) EARLY CHILDHOOD EDUCATION DATA.—
8 The Secretary of Health and Human Services, in co-
9 ordination with the Statistics Commissioner, shall
10 develop guidance for eligible agencies with respect to
11 integrating data voluntarily reported under the Head
12 Start Act (42 U.S.C. 9831 et seq.) and other early
13 childhood education data in the statewide longitu-
14 dinal data system.

15 “(3) EARLY COLLEGE HIGH SCHOOL OR DUAL
16 OR CONCURRENT ENROLLMENT PROGRAMS.—The
17 Statistics Commissioner shall provide technical as-
18 sistance to eligible agencies to collect and report
19 data related to enrollment, retention, transfer, and
20 completion rates in early college high school or dual
21 or concurrent enrollment programs.

22 “(h) DEFINITIONS.—In this section:

23 “(1) ELIGIBLE AGENCY.—The term ‘eligible
24 agency’ means—

25 “(A) a State educational agency;

1 “(B) the office of the Governor of a State;

2 “(C) a State agency, data governance
3 body, or public sector organization, as deter-
4 mined and designated by the Governor;

5 “(D) an outlying area; and

6 “(E) a consortium of entities described in
7 subparagraphs (A) through (C) located in a sin-
8 gle State or a consortium of such entities lo-
9 cated in 2 or more States.

10 “(2) STATEWIDE LONGITUDINAL DATA SYS-
11 TEM.—The term ‘statewide longitudinal data system’
12 means a data system operated by an eligible agency
13 at the State level that connects individual-level data
14 from early childhood education, elementary and sec-
15 ondary education, postsecondary education, adult
16 education, workforce development, labor market out-
17 comes, and other data sources, as determined by the
18 State, in a manner that—

19 “(A) protects and promotes individual pri-
20 vacy and data security, in accordance with ap-
21 plicable Federal, State, and local privacy laws,
22 increases data transparency, and minimizes re-
23 porting burden; and

24 “(B) enhances the ability of the public, re-
25 searchers, policymakers, practitioners, and

1 States to efficiently and accurately access, man-
2 age, disaggregate, analyze, and use data to in-
3 form decision making and improve educational
4 opportunities and outcomes, including academic
5 achievement, postsecondary education access
6 and completion, and labor market outcomes.

7 “(i) AUTHORIZATION OF APPROPRIATIONS.—There
8 are authorized to be appropriated to carry out this sec-
9 tion—

10 “(1) \$500,000,000 for fiscal year 2026; and

11 “(2) for each fiscal year thereafter, not less
12 than the amount appropriated for fiscal year 2026.”.

13 **PART 2—NATIONAL EDUCATION TECHNOLOGY**
14 **CLEARINGHOUSE**

15 **SEC. 24201. ESTABLISHMENT OF NATIONAL EDUCATION**
16 **TECHNOLOGY CLEARINGHOUSE.**

17 Part D of title I of the Education Sciences Reform
18 Act of 2002 (20 U.S.C. 9561 et seq.) is amended by add-
19 ing at the end the following:

20 **“SEC. 174A. NATIONAL EDUCATION TECHNOLOGY CLEAR-**
21 **INGHOUSE.**

22 “(a) IN GENERAL.—There is established in the Na-
23 tional Center for Education Evaluation and Regional As-
24 sistance a National Education Technology Clearinghouse
25 that shall—

1 “(1) conduct research to identify, on a periodic
2 basis and to the extent practicable, the most com-
3 monly used education technology vendors, products,
4 and services;

5 “(2) establish and publish a transparent evalua-
6 tion framework, developed by the Secretary, to as-
7 sess such vendors, products, and services, which
8 shall examine—

9 “(A) the quality assurance of the tech-
10 nology, based on the extent to which the tech-
11 nology supports vendor claims and dem-
12 onstrates evidence of effectiveness for intended
13 educational outcomes, where such evidence is
14 available;

15 “(B) the technology’s compliance with ap-
16 plicable Federal and State student data privacy
17 and security laws related to student, family, ed-
18 ucator, and school staff data protection;

19 “(C) technology vendor data practices, in-
20 cluding the use, sharing, or monetization of stu-
21 dent or educator data;

22 “(D) the safety and grade-level appro-
23 priateness of included content for students, if
24 applicable;

1 “(E) public disclosure of sources of revenue of the vendor, including any targeted advertising and the sale of any student, educator, or school staff data to third parties; and

2 “(F) the extent to which products and services undermine or promote the cognitive development and critical thinking skills of students; and

3 “(3) disseminate research findings to State educational agencies and make such findings available on a publicly accessible website, which shall include—

4 “(A) a list of education technology vendors that have been found to provide safe, evidence-based products and services;

5 “(B) a list of education technology vendors that have been found to have concerning practices or that provide products and services that have not been proven effective according to available evidence; and

6 “(C) a rating or classification system of such education technology vendors based on the criteria described in paragraph (2).”.

1 **SEC. 24202. EDUCATION TECHNOLOGY GUIDANCE.**

2 (a) BEST PRACTICES.—Not later than 1 year after
3 the date of the enactment of this Act, the Secretary shall
4 issue guidance describing best practices for sourcing edu-
5 cation technology vendors, products, and services for use
6 and for contracting with education technology vendors, in-
7 cluding recommended processes to consult educators and
8 school staff during technology procurement.

9 (b) QUALITY AND SAFETY.—Not later than 2 years
10 after the date of the enactment of this Act, the Secretary
11 shall issue guidance providing information from the Na-
12 tional Education Technology Clearinghouse on the quality
13 and safety of all vendors, products, and services evaluated.

14 (c) UPDATES TO GUIDANCE.—The Secretary shall
15 update the guidance described in subsections (a) and (b)
16 not less frequently than once every 2 years after the most
17 recent date on which such guidance was issued.

18 **TITLE III—SUPPORT FOR AD-**
19 **DRESSING SOCIOECONOMIC**
20 **BARRIERS TO LEARNING**

21 **SEC. 30001. AUTHORIZATION OF APPROPRIATIONS FOR**
22 **PART A OF TITLE I OF ESEA.**

23 Section 1002(a) of the Elementary and Secondary
24 Education Act of 1965 (20 U.S.C. 6302(a)) is amended
25 to read as follows:

1 “(a) LOCAL EDUCATIONAL AGENCY GRANTS.—There
2 are authorized to be appropriated to carry out the activi-
3 ties described in part A \$55,000,000,000 for each of fiscal
4 years 2027 through 2031.”.

5 **PART 1—PROTECTING PUBLIC EDUCATION**

6 **Subpart A—Protecting Public Schools**

7 **SEC. 30111. KEEP PUBLIC FUNDS IN PUBLIC SCHOOLS.**

8 Section 70411 of Public Law 119–21 is repealed. The
9 provisions of the Internal Revenue Code of 1986 amended
10 by such section are restored and revived as if such amend-
11 ments had not been enacted.

12 **SEC. 30112. DISTRICT OF COLUMBIA SCHOOL VOUCHER**
13 **PROGRAM REPEALED.**

14 The opportunity scholarship program under the
15 Scholarships for Opportunity and Results Act (division C
16 of Public Law 112–10) (commonly known as the “District
17 of Columbia Opportunity Scholarship Program”) is re-
18 pealed.

19 **SEC. 30113. PROHIBITION ON TRANSFER OF ADMINISTRA-**
20 **TION OR FUNDS.**

21 (a) IN GENERAL.—No functions authorized under
22 the Elementary and Secondary Education Act (20 U.S.C.
23 6301 et seq.), the Individuals with Disabilities Education
24 Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career
25 and Technical Education Act of 2006 (20 U.S.C. 2301

1 et seq.), or the Education Sciences Reform Act of 2002
2 (20 U.S.C. 9501 et seq.) to be carried out by the Secretary
3 of Education or the Department of Education, and no
4 funds provided under such Acts to the Secretary or the
5 Department, may be transferred to or administered by any
6 Federal agency other than the Department (including a
7 transfer executed by an interagency agreement).

8 (b) FUNCTION DEFINED.—For purposes of this sec-
9 tion, the term “function” includes any duty, obligation,
10 power, authority, responsibility, right, privilege, activity,
11 or program.

12 **SEC. 30114. STATE RESPONSIBILITIES.**

13 (a) MAINTENANCE OF EQUITY.—Subpart 2 of part
14 F of title VIII of the Elementary and Secondary Edu-
15 cation Act of 1965 (20 U.S.C. 7901 et seq.) is amended
16 by adding at the end the following:

17 **“SEC. 8549D. MAINTENANCE OF EQUITY.**

18 “(a) HIGH-NEED LOCAL EDUCATIONAL AGENCIES.—
19 As a condition of receiving funds under part A of title
20 I, a State educational agency shall not, in fiscal year 2027,
21 2028, 2029, 2030, or 2031, reduce State funding (as cal-
22 culated on a per-pupil basis) for any high-need local edu-
23 cational agency in the State by an amount that exceeds
24 the overall per-pupil reduction in State funds, if any,

1 across all local educational agencies in such State in such
2 fiscal year.

3 “(b) HIGHEST POVERTY LOCAL EDUCATIONAL
4 AGENCIES.—Notwithstanding paragraph (1), as a condi-
5 tion of receiving funds under part A of title I, a State
6 educational agency shall not, in fiscal year 2027, 2028,
7 2029, 2030, or 2031, reduce State funding (as calculated
8 on a per-pupil basis) for any highest poverty local edu-
9 cational agency below the level of funding (as calculated
10 on a per-pupil basis) provided to each such local edu-
11 cational agency in fiscal year 2025.

12 “(c) DEFINITIONS.—In this section:

13 “(1) HIGH-NEED LOCAL EDUCATIONAL AGEN-
14 CY.—The term ‘high-need local educational agency’
15 has the meaning given the term in section 200 of the
16 Higher Education Act of 1965 (20 U.S.C. 1021).

17 “(2) HIGHEST POVERTY LOCAL EDUCATIONAL
18 AGENCY.—The term ‘highest poverty local edu-
19 cational agency’ has the meaning given the term in
20 section 2004 of the American Rescue Plan Act of
21 2021 (Public Law 117–2).”.

22 (b) OTHER PLAN PROVISIONS.—Section 1111(g)(1)
23 of the Elementary and Secondary Education Act of 1965
24 (20 U.S.C. 6311(g)(1)) is amended—

1 (1) by redesignating subparagraphs (D)
2 through (G) as subparagraphs (E) through (H), re-
3 spectively; and

4 (2) by inserting after subparagraph (C) the fol-
5 lowing:

6 “(D) the steps the State educational agen-
7 cy will take to ensure local educational agencies
8 are spending funds equitably, with higher-need
9 schools receiving proportionally greater funding,
10 including taking corrective actions as necessary
11 to ensure equitable spending;”.

12 **SEC. 30115. STATE AND LOCAL REPORTING REQUIRE-**
13 **MENTS.**

14 Section 1111(h) of the Elementary and Secondary
15 Education Act of 1965 (20 U.S.C. 6311(h)) is amended—

16 (1) in paragraph (2)—

17 (A) by redesignating subparagraph (D) as
18 subparagraph (E); and

19 (B) by inserting after subparagraph (C)
20 the following:

21 “(D) LOCAL EDUCATIONAL AGENCY FUND-
22 ING.—Each local educational agency report
23 card shall include the amount of funding under
24 part A of title I the local educational agency
25 held in reserve during the preceding year and

1 the methodology used by the local educational
2 agency to allocate funds to schools after holding
3 its funds in reserve.”; and

4 (2) in paragraph (5)—

5 (A) in subparagraph (C)(ii), by striking
6 “and”;

7 (B) by redesignating subparagraph (D) as
8 subparagraph (G); and

9 (C) by inserting after subparagraph (C)
10 the following:

11 “(D) the amount of funding under part A
12 of title I the State educational agency held in
13 reserve during the preceding year;

14 “(E) the methodology used by the State
15 educational agency to allocate funds to local
16 educational agencies after holding funds in re-
17 serve;

18 “(F) the amount that each public school in
19 the state received of funds under part A of title
20 I during the preceding year; and”.

21 **SEC. 30116. EVALUATION OF FUNDING DISPARITIES.**

22 (a) MANDATORY DATA COLLECTION.—In carrying
23 out the civil rights data collection required under section
24 203(c)(1) of the Department of Education Organization
25 Act (20 U.S.C. 3413(c)(1)), the Assistant Secretary for

1 Civil Rights of the Department shall, as part of the data
2 collection, collect data on the disparities of school funding
3 amounts between local educational agencies located in the
4 same State and the average disparities between different
5 States, disaggregated by the race of students attending
6 such school.

7 (b) REPORT.—The Assistant Secretary of for Civil
8 Rights of the Department shall include a summary of find-
9 ings on the prevalence and severity of school and State
10 educational funding disparities in the annual report re-
11 quired under section 203(b)(1) of the Department of Edu-
12 cation Organization Act (20 U.S.C. 3413(b)(1)). This re-
13 port shall include recommendations on whether the Sec-
14 retary or Congress should take corrective action regarding
15 the funding disparities in any State or local educational
16 agency, as well as the type of corrective action rec-
17 ommended.

18 **Subpart B—Championing Honest and Responsible**

19 **Transparency in Education Reform**

20 **SEC. 30121. ESEA DEFINITION OF CHARTER SCHOOL.**

21 (a) PROHIBITION OF CONTRACTING WITH FOR-
22 PROFIT ENTITY FOR ESSENTIAL SERVICES.—Section
23 4310(2) of the Elementary and Secondary Education Act
24 of 1965 (20 U.S.C. 7221i(2)) is amended—

1 (1) in subparagraph (L), by striking “and” at
2 the end;

3 (2) in subparagraph (M)—

4 (A) by moving the margins of such para-
5 graph 2 ems to the left; and

6 (B) by striking the period and inserting a
7 semicolon; and

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

9 “(N) does not enter into a contract with a
10 for-profit entity, or have a charter management
11 organization or other nonprofit entity enter into
12 such a contract on behalf of such school, under
13 which the for-profit entity operates, oversees,
14 manages, or otherwise carries out the adminis-
15 tration of such school, which may include cur-
16 riculum development, budget management, and
17 faculty management (such as hiring, termi-
18 nating, or supervising school-level staff); and

19 “(O) may enter into a contract with a for-
20 profit or nonprofit entity for the provision of—

21 “(i) food, payroll, facilities mainte-
22 nance, or transportation services;

23 “(ii) classroom supplies (such as text-
24 books); or

25 “(iii) ancillary services or supplies.”.

1 (b) GENERAL DEFINITIONS.—Section 8101 of the
2 Elementary and Secondary Education Act of 1965 (20
3 U.S.C. 7801) is amended by adding at the end the fol-
4 lowing:

5 “(53) CHARTER SCHOOL.—The term ‘charter
6 school’ has the meaning given the term in section
7 4310.”.

8 **SEC. 30122. IDEA DEFINITION OF CHARTER SCHOOL.**

9 Section 602 of the Individuals with Disabilities Edu-
10 cation Act (20 U.S.C. 1401) is amended by adding at the
11 end the following:

12 “(37) CHARTER SCHOOL.—The term ‘charter
13 school’ has the meaning given the term in section
14 4310 of the Elementary and Secondary Education
15 Act of 1965 (20 U.S.C. 7221i).”.

16 **SEC. 30123. EFFECTIVE DATE; APPLICABILITY.**

17 The amendments made by this subpart—

18 (1) shall take effect on the date that is 3 years
19 after the date of the enactment of this Act; and

20 (2) shall only apply with respect to any contract
21 entered into, renewed, or extended on or after the
22 date of the enactment of this Act.

23 **PART 2—PRESCHOOL FOR ALL**

24 **SEC. 30201. UNIVERSAL PRESCHOOL.**

25 (a) DEFINITIONS.—In this section:

1 (1) CHILD EXPERIENCING HOMELESSNESS.—

2 The term “child experiencing homelessness” means
3 an individual who is a homeless child or youth under
4 section 725 of the McKinney-Vento Homeless Assist-
5 ance Act (42 U.S.C. 11434a).

6 (2) COMPREHENSIVE SERVICES.—The term
7 “comprehensive services” means services that are
8 provided to low-income children and their families,
9 and that are health, educational, nutritional, social,
10 and other services that are determined, based on
11 family needs assessments, to be necessary, within
12 the means of section 636 of the Head Start Act (42
13 U.S.C. 9831).

14 (3) DUAL LANGUAGE LEARNER.—The term
15 “dual language learner” means an individual who is
16 limited English proficient, as defined in section 637
17 of the Head Start Act (42 U.S.C. 9832).

18 (4) ELIGIBLE CHILD.—The term “eligible
19 child” means a child who is age 3 or 4, on the date
20 established by the applicable local educational agen-
21 cy for kindergarten entry.

22 (5) ELIGIBLE PROVIDER.—The term “eligible
23 provider” means—

24 (A) a local educational agency, acting
25 alone or in a consortium or in collaboration

1 with an educational service agency, that is li-
2 censed by the State or meets comparable health
3 and safety standards;

4 (B) a Head Start agency or delegate agen-
5 cy funded under the Head Start Act (42 U.S.C.
6 9831 et seq.);

7 (C) a licensed center-based child care pro-
8 vider, licensed family child care provider, or
9 community- or neighborhood-based network of
10 licensed family child care providers; or

11 (D) a consortium of entities described in
12 any of subparagraphs (A), (B), and (C).

13 (6) INDIAN TRIBE.—The term “Indian Tribe”
14 has the meaning given the term in section 4 of the
15 Indian Self-Determination and Education Assistance
16 Act (25 U.S.C. 450b).

17 (7) POVERTY GUIDELINES.—The term “poverty
18 guidelines” means the poverty guidelines updated
19 periodically in the Federal Register by the Depart-
20 ment of Health and Human Services under the au-
21 thority of section 673 of the Community Services
22 Block Grant Act (42 U.S.C. 9902).

23 (8) SECRETARY.—The term “Secretary” means
24 the Secretary of Health and Human Services.

1 (9) STATE.—The term “State” means each of
2 the several States and the District of Columbia.

3 (10) TERRITORY.—The term “territory” means
4 each of the Commonwealth of Puerto Rico, the
5 United States Virgin Islands, Guam, American
6 Samoa, and the Commonwealth of the Northern
7 Mariana Islands.

8 (11) TRIBAL ORGANIZATION.—The term “Trib-
9 al organization” has the meaning given the term
10 “tribal organization” in section 658P of the Child
11 Care and Development Block Grant Act of 1990 (42
12 U.S.C. 9858n).

13 (12) URBAN INDIAN ORGANIZATION.—The term
14 “Urban Indian organization” has the meaning given
15 the term in section 4 of the Indian Health Care Im-
16 provement Act (25 U.S.C. 1602).

17 (b) UNIVERSAL PRESCHOOL.—

18 (1) APPROPRIATION.—In addition to amounts
19 otherwise available, there is appropriated to the Sec-
20 retary for each of fiscal years 2027 through 2033,
21 out of any money in the Treasury not otherwise ap-
22 propriated, such sums as may be necessary to carry
23 out this section and provide the Federal share of the
24 cost of universal, high-quality, free, inclusive, and
25 mixed delivery preschool services, on a voluntary

1 basis, to children throughout the States under this
2 section, including providing the Federal share of the
3 cost of State activities described in subsection (c)(4).

4 (2) SECRETARIAL RESERVATIONS.—The Sec-
5 retary, in collaboration with the Secretary of Edu-
6 cation, shall reserve, from the amount appropriated
7 under this subsection—

8 (A) not less than 4 percent for payments
9 to Indian Tribes, Tribal organizations, and
10 Urban Indian organizations for activities de-
11 scribed in this section;

12 (B) not more than $\frac{1}{2}$ of 1 percent for the
13 territories, to be distributed among the terri-
14 tories on the basis of their relative need, as de-
15 termined by the Secretary of Health and
16 Human Services in accordance with the objec-
17 tives of this section, for activities described in
18 this section;

19 (C) $\frac{1}{2}$ of 1 percent for eligible local enti-
20 ties that serve children in families who are en-
21 gaged in migrant or seasonal agricultural labor,
22 for activities described in this section;

23 (D) for Federal activities, including admin-
24 istration, monitoring, technical assistance, and
25 research—

1 (i) \$165,000,000 for fiscal year 2027
2 and \$200,000,000 for fiscal year 2028;
3 and

4 (ii) for each of fiscal years 2029
5 through 2033, not more than 2 percent;

6 (E) \$2,500,000,000 for each of fiscal years
7 2027 through 2033 to improve compensation of
8 Head Start staff consistent with subparagraphs
9 (A)(i) and (B)(viii) of section 640(a)(5) of the
10 Head Start Act (42 U.S.C. 9835(a)(5)), not-
11 withstanding section 653(a)(1) of such Act (43
12 U.S.C. 9848(a)(1)); and

13 (F) \$1,250,000,000 annually for each of
14 fiscal years 2027 through 2033 to carry out the
15 program of grants to localities described in sub-
16 section (e).

17 (c) PAYMENTS FOR STATE UNIVERSAL PRESCHOOL
18 SERVICES.—

19 (1) IN GENERAL.—A State that has submitted,
20 and had approved by the Secretary, a State plan for
21 universal preschool services is entitled to a payment
22 under this subsection.

23 (2) PAYMENTS TO STATES.—

24 (A) PRESCHOOL SERVICES.—The Sec-
25 retary shall pay to each State with an approved

1 State plan under paragraph (6), an amount for
2 each year equal to—

3 (i) 100 percent of the State's expendi-
4 tures in the year for preschool services de-
5 scribed in subsection (d), for each of fiscal
6 years 2027, 2028, and 2029;

7 (ii) 90 percent of the State's expendi-
8 tures in the year for such preschool serv-
9 ices, for fiscal year 2030;

10 (iii) 80 percent of the State's expendi-
11 tures in the year for such preschool serv-
12 ices, for fiscal year 2031;

13 (iv) 70 percent of the State's expendi-
14 tures in the year for such preschool serv-
15 ices, for fiscal year 2032; and

16 (v) 60 percent of the State's expendi-
17 tures in the year for such preschool serv-
18 ices, for fiscal year 2033.

19 (B) STATE ACTIVITIES.—The Secretary
20 shall pay to each State with an approved State
21 plan under paragraph (6) an amount for a fis-
22 cal year equal to 50 percent of the amount of
23 the State's expenditures for the activities de-
24 scribed in paragraph (4), except that in no case
25 shall a payment for a fiscal year under this sub-

1 paragraph exceed the amount equal to 10 per-
2 cent of the State's expenditures described in
3 subparagraph (A) for such fiscal year.

4 (C) NON-FEDERAL SHARE.—The remain-
5 der of the cost paid by the State for preschool
6 services, that is not provided under subpara-
7 graph (A), shall be considered the non-Federal
8 share of the cost of those services. The remain-
9 der of the cost paid by the State for State ac-
10 tivities, that is not provided under subpara-
11 graph (B), shall be considered the non-Federal
12 share of the cost of those activities.

13 (3) ADVANCE PAYMENT; RETROSPECTIVE AD-
14 JUSTMENT.—The Secretary may make a payment
15 under subparagraph (A) or (B) of paragraph (2) for
16 a year on the basis of advance estimates of expendi-
17 tures submitted by the State and such other inves-
18 tigation as the Secretary may find necessary, and
19 may reduce or increase the payment as necessary to
20 adjust for any overpayment or underpayment for a
21 previous year.

22 (4) STATE ACTIVITIES.—A State that receives a
23 payment under paragraph (2)(B) shall carry out all
24 of the following activities:

1 (A) State administration of the State's
2 preschool services program described in this
3 section.

4 (B) Supporting a continuous quality im-
5 provement system through the use of data, re-
6 searching, monitoring, training, technical assist-
7 ance, professional development, and coaching to
8 support providers participating or seeking to
9 participate in the State's preschool services pro-
10 gram and to support such providers in meeting
11 the requirements of this section.

12 (C) Providing outreach and enrollment
13 support for families of eligible children, includ-
14 ing specific outreach to families of underserved
15 populations.

16 (D) Supporting data systems building.

17 (E) Supporting staff of eligible providers
18 in pursuing credentials and degrees, including
19 baccalaureate degrees.

20 (F) Supporting activities that ensure ac-
21 cess to inclusive preschool programs for chil-
22 dren with disabilities, including, as applicable,
23 activities that redesign or restructure existing
24 preschool programs, as of the date of the activ-

1 ity, to improve inclusive services for children
2 with disabilities.

3 (G) Providing age-appropriate transpor-
4 tation services for children, which at a min-
5 imum shall include transportation services for
6 children experiencing homelessness and children
7 in foster care.

8 (H) Conducting or updating the State's
9 statewide needs assessment used for purposes
10 of paragraph (6)(B)(ii).

11 (5) LEAD AGENCY.—The Governor of a State
12 desiring to receive a payment under this subsection
13 shall designate a State lead agency (such as a State
14 agency or joint interagency office) for the adminis-
15 tration of the universal preschool services program
16 under this section.

17 (6) STATE PLAN.—In order to be eligible for
18 payments under this section, the Governor of a State
19 shall submit a State plan for universal, high-quality,
20 free, inclusive, and mixed delivery preschool services
21 to the Secretary for approval at such time, in such
22 manner, and containing such information as the Sec-
23 retary, in collaboration with the Secretary of Edu-
24 cation, may require. Such plan shall include each of
25 the following:

1 (A) A certification that the State has in
2 place developmentally appropriate, evidence-
3 based preschool standards that, at a minimum
4 are as rigorous as the standards specified in
5 subparagraph (B) of section 641A(a)(1) of the
6 Head Start Act (42 U.S.C. 9836a(a)(1)) and
7 include program standards for class sizes and
8 ratios.

9 (B) A certification that the State will
10 prioritize the establishment and expansion of
11 universal, high-quality, free, inclusive, and
12 mixed delivery preschool services in high-need
13 communities, as identified by the State, includ-
14 ing—

15 (i) a description of which high-need
16 communities the State will prioritize for
17 that establishment and expansion within
18 and across those communities;

19 (ii) a description of how the State de-
20 termined which communities are high-need
21 communities, including how the State used
22 a research-based methodology, approved by
23 the Secretary, to identify and serve such
24 communities, as determined by—

1 (I) the rate of poverty among eli-
2 gible children in the community;

3 (II) rates of access to high-qual-
4 ity preschool within the community,
5 including, as applicable, rates of dis-
6 parities for underserved or vulnerable
7 populations as identified through a
8 periodic needs assessment conducted
9 through the preschool development
10 grants program under section 9212 of
11 the Every Student Succeeds Act (42
12 U.S.C. 9831 note) as applicable, or
13 through another such statewide needs
14 assessment; and

15 (III) other indicators of commu-
16 nity need as required by the Sec-
17 retary; and

18 (iii) an assurance that the State will
19 distribute funding for such preschool serv-
20 ices under this section within such a high-
21 need community so that a majority of chil-
22 dren in the community are offered such
23 preschool services before the State estab-
24 lishes and expands free preschool services
25 in communities with lower levels of need.

1 (C) As applicable, a description of how the
2 State plans to use funding provided under this
3 section to ensure that existing (as of the date
4 of submission of the State plan) publicly funded
5 preschool programs in the State meet the re-
6 quirements of this section for a preschool pro-
7 gram.

8 (D) A certification that the State will, in
9 establishing and operating the program of pre-
10 school services supported under this section,
11 support a mixed delivery preschool system, in-
12 cluding a certification that the State will facili-
13 tate the participation in the system of Head
14 Start programs and programs offered by other
15 eligible providers, including providers of li-
16 censed family child care.

17 (E) An assurance that the State will use
18 funding provided under this section to ensure
19 children with disabilities have access to and
20 participate in inclusive preschool programs con-
21 sistent with provisions in the Individuals with
22 Disabilities Education Act, including an assur-
23 ance that the State will offer inclusive program-
24 ming that supports the least restrictive environ-
25 ment requirements in Section 619 of the Indi-

1 viduals with Disabilities Act for all eligible chil-
2 dren who are children with disabilities.

3 (F) A certification that the State will sup-
4 port the continuous quality improvement of pro-
5 grams providing preschool services under this
6 section, including support through technical as-
7 sistance, monitoring, and research.

8 (G) A certification that the State will en-
9 sure a highly qualified early childhood work-
10 force to support the requirements of this sec-
11 tion.

12 (H) A description of how the State will co-
13 ordinate the State's preschool standards de-
14 scribed in subparagraph (A) with other early
15 learning standards within the State.

16 (I) A description of how the State will—

17 (i) coordinate services and funding
18 provided under this section with services
19 and funding for other Federal, State, and
20 local child care and early childhood devel-
21 opment programs;

22 (ii) at the option of an Indian Tribe
23 or Tribal organization in the State, col-
24 laborate and coordinate services and fund-

1 ing with such Indian Tribe or Tribal orga-
2 nization;

3 (iii) partner with Head Start agencies
4 to ensure the full utilization of Head Start
5 programs within the State;

6 (iv) collaborate with entities carrying
7 out programs under section 619 or part C
8 of the Individuals with Disabilities Edu-
9 cation Act, to support inclusive preschool
10 programs; and

11 (v) improve transitions of children
12 from early childhood education to elemen-
13 tary school.

14 (J) An assurance that the State will part-
15 ner with not less than 1 institution of higher
16 education to facilitate degree attainment for
17 staff of preschool programs.

18 (K) An assurance that the State will en-
19 sure all preschool services in the State funded
20 under this section will be—

21 (i)(I) universally available to all chil-
22 dren in the State without any additional
23 eligibility requirements; and

24 (II) be high quality, free, and in-
25 clusive;

1 (ii) by not later than 1 year after re-
2 ceiving such funding, meet the State's pre-
3 school education standards described in
4 subparagraph (A);

5 (iii) offer programming that meets the
6 duration requirements of at least 1,020 an-
7 nual hours, in the program performance
8 standards applicable to Head Start pro-
9 grams described in section 641A of the
10 Head Start Act (42 U.S.C. 9836a);

11 (iv) adopt policies and practices to
12 conduct outreach and provide expedited en-
13 rollment, including prioritization, to—

14 (I) children experiencing home-
15 lessness;

16 (II) children in foster care or
17 kinship care;

18 (III) children in families who are
19 engaged in migrant or seasonal agri-
20 cultural labor;

21 (IV) children with disabilities, in-
22 cluding children served under part C
23 of the Individuals with Disabilities
24 Education Act who are an eligible
25 child under section 30201; and

1 (V) dual language learners;

2 (v) provide salaries, and set salary
3 schedules, for staff that are equivalent to
4 salaries of elementary school staff with
5 similar credentials and experience;

6 (vi) at a minimum, provide a living
7 wage for all staff of such providers; and

8 (vii) require educational qualifications
9 for teachers (excluding individuals who
10 were employed by an eligible child care
11 provider or early education program for a
12 cumulative three of the last five years from
13 the date of enactment and have the nec-
14 essary content knowledge and teaching
15 skills for early childhood educators, as
16 demonstrated through measures deter-
17 mined by the State) in the preschool pro-
18 gram including, at a minimum, requiring
19 that lead teachers in the preschool pro-
20 gram have a baccalaureate degree in early
21 childhood education or a related field by
22 not later than 7 years after the date of en-
23 actment of this Act (The requirements
24 specified in this clause shall not apply to
25 individuals who were employed by an eligi-

1 ble child care provider or early education
2 program for a cumulative 3 of the last 5
3 years from the date of enactment and have
4 the necessary content knowledge and
5 teaching skills for early childhood edu-
6 cators, as demonstrated through measures
7 determined by the State.).

8 (L) An assurance that the State will meet
9 the requirements of clauses (ii) and (iii) of sec-
10 tion 658E(c)(2)(T) of the Child Care and De-
11 velopment Block Grant Act of 1990 (42 U.S.C.
12 9858c(c)(2)(T)), with respect to funding and
13 assessments under this section.

14 (M) A certification that subgrant amounts
15 described under subsection (d) are sufficient to
16 enable the eligible provider to meet the require-
17 ments of this title, and will provide for in-
18 creased staff payment amounts based on the
19 criteria described in (K)(v) and (vi).

20 (N) A certification that preschool seats will
21 be distributed equitably among child care (in-
22 cluding family child care), Head Start, and
23 schools within the State.

24 (7) DURATION OF THE PLAN.—Each State plan
25 shall remain in effect for a period of 3 years.

1 Amendments to the State plan shall remain in effect
2 for the duration of the plan.

3 (8) Transitional State Plan—The Secretary
4 shall make available a transitional State plan for a
5 period of one year that contains such information as
6 the Secretary may require, to demonstrate the State
7 will meet the requirements of this title and that in-
8 cludes—

9 (A) an assurance that the State will sub-
10 mit a State plan under paragraph (6); and

11 (B) a description of how the funds received
12 by the State under this title will be spent to ex-
13 pand access to universal, high-quality, free, in-
14 clusive, and mixed delivery preschool programs
15 in alignment with the requirements of this title.

16 (d) SUBGRANTS AND CONTRACTS FOR LOCAL PRE-
17 SCHOOL PROGRAMS.—

18 (1) SUBGRANTS AND CONTRACTS.—

19 (A) IN GENERAL.—A State that receives a
20 payment under subsection (c)(2)(A) for a fiscal
21 year shall use amounts provided through the
22 payment to pay the Federal share of the costs
23 of subgrants to, or contracts with, eligible pro-
24 viders to operate universal, high-quality, free,
25 inclusive, and mixed delivery preschool pro-

1 grams through the State preschool program in
2 accordance with paragraph (2). A State shall
3 reduce or increase the amounts provided under
4 such subgrants or contracts if needed to adjust
5 for any overpayment or underpayment de-
6 scribed in subsection (c)(3).

7 (B) AMOUNT.—A State shall award a
8 subgrant or contract under this subsection in a
9 sufficient amount to enable the eligible provider
10 to operate a universal, high-quality, free, and
11 inclusive preschool program that meets the re-
12 quirements of subsection (c)(6)(K) and which
13 amount shall reflect variations in the cost of
14 preschool services by geographic area, type of
15 provider, and age of child, and the additional
16 costs associated with providing inclusive pre-
17 school services for children with disabilities.

18 (C) DURATION.—The State shall award a
19 subgrant or contract under this subsection for
20 a period of not less than 3 years, unless the
21 subgrant or contract is terminated or sus-
22 pended, or the subgrant period is reduced, for
23 cause.

24 (2) ENHANCED PAYMENTS FOR COMPREHEN-
25 SIVE SERVICES.—In awarding subgrants or con-

1 tracts under this subsection and in addition to meet-
2 ing the requirements of paragraph (1)(B), the State
3 shall award subgrants or contracts with enhanced
4 payments to eligible providers that offer preschool
5 programs funded under this subsection to a high
6 percentage of low-income children to support—

7 (A) comprehensive services, including so-
8 cial, emotional and other services that support
9 child well-being;

10 (B) health and developmental screenings;
11 and

12 (C) service referral for children and fami-
13 lies served by the program involved.

14 (3) ESTABLISHING AND EXPANDING UNIVERSAL
15 PRESCHOOL PROGRAMS.—In awarding subgrants or
16 contracts under this subsection, the State shall first
17 prioritize establishing and expanding universal pre-
18 school programs within and across high-need com-
19 munities identified under subsection (c)(6)(B) by
20 awarding subgrants or contracts to eligible providers
21 operating within, or with capacity to operate within
22 and across, such high-need communities. Such sub-
23 grants or contracts shall be used to enroll and serve
24 children in the preschool program, including—

1 (A) personnel (including classroom and ad-
2 ministrative personnel), including compensation
3 and benefits;

4 (B) costs associated with implementing the
5 State's preschool standards, providing cur-
6 riculum sports, and meeting early learning and
7 development standards;

8 (C) professional development, teacher sup-
9 ports, and training;

10 (D) implementing developmentally appro-
11 priate health and safety standards (including li-
12 censure, where applicable), teacher to child ra-
13 tios, and group size maximums;

14 (E) materials, equipment and supplies;

15 (F) meeting health and safety standards,
16 including licensure; and

17 (G) rent or mortgage, utilities, building se-
18 curity, indoor and outdoor maintenance, and in-
19 surance.

20 (4) ESTABLISHING AND EXPANDING UNIVERSAL
21 PRESCHOOL PROGRAMS IN ADDITIONAL COMMU-
22 NITIES.—Once a State that receives a payment
23 under subsection (c)(2)(A) meets the requirements
24 of paragraph (2) with respect to establishing and ex-
25 panding preschool programs within and across high-

1 need communities, the State shall use any remaining
2 funds from such payment to enroll and serve chil-
3 dren in preschool programs, as described in such
4 paragraph, to additional communities in accordance
5 with the statewide needs assessment used for pur-
6 poses of paragraph (6)(B)(ii). Such funds shall be
7 used for the activities described in (2)(A)(i)–(viii).

8 (e) GRANTS TO LOCALITIES.—

9 (1) DEFINITIONS.—In this subsection:

10 (A) ELIGIBLE LOCALITY.—The term “eli-
11 gible locality” means a city, county, or other
12 unit of general local government, a local edu-
13 cational agency, or a Head Start agency.

14 (B) LOW-INCOME YOUNG CHILD.—The
15 term “low-income young child” means a child
16 who is under age 6 and from a family with a
17 family income that is not more than 200 per-
18 cent of the poverty guidelines.

19 (2) IN GENERAL.—The Secretary shall use
20 funds reserved in subsection (b)(2)(F) to award local
21 universal preschool grants to eligible localities lo-
22 cated in States that have made it apparent that they
23 will not apply for payments under subsection
24 (c)(2)(A). The Secretary shall award the grants to
25 eligible localities in a State from the allotment made

1 for that State under paragraph (3). The Secretary
2 shall specify the requirements for an eligible locality
3 to conduct a preschool services program under this
4 subsection which shall, to the greatest extent prac-
5 ticable, be consistent with the requirements applica-
6 ble to States under this section, including ensuring
7 a free, universal, high-quality, inclusive mixed deliv-
8 ery preschool system.

9 (3) ALLOTMENTS.—For each State described in
10 paragraph (2), the Secretary shall allot for the State
11 an amount that bears the same relationship to the
12 funds reserved under subsection (b)(2)(F) as the
13 number of low-income young children in the State
14 bears to the total of all such children in States de-
15 scribed in paragraph (2).

16 (4) APPLICATION.—To receive a grant from the
17 corresponding State allotment under this subsection,
18 an eligible locality shall submit an application to the
19 Secretary at such time, in such manner, and con-
20 taining such information as the Secretary may re-
21 quire. The requirements for the application shall, to
22 the greatest extent practicable, be consistent with
23 the State plan requirements applicable to States
24 under this section.

1 (5) PRIORITY FOR LOCALITIES SERVING UN-
2 DERSERVED COMMUNITIES.—In awarding a grant
3 under this subsection, the Secretary, in collaboration
4 with the Secretary of Education, shall give priority
5 to eligible localities serving high-need communities,
6 determined in accordance with subsection (d)(2)(B).

7 (f) ALLOWABLE SOURCES OF NON-FEDERAL
8 SHARE.—For purposes of calculating the amount of the
9 non-Federal share, as determined under subsection (c), re-
10 lating to a payment under such subsection, a State's non-
11 Federal share—

12 (1) may be in cash or in kind, fairly evaluated,
13 including facilities or property, equipment, or serv-
14 ices;

15 (2) shall include any increase in amounts spent
16 by the State to expand half-day kindergarten pro-
17 grams in the State, as of the day before the date of
18 enactment of this Act, into full-day kindergarten
19 programs;

20 (3) shall not include contributions being used as
21 a non-Federal share or match for another Federal
22 award;

23 (4) shall be provided from State or local
24 sources, contributions from philanthropy or other

1 private organizations, or a combination of such
2 sources and contributions and

3 (5) shall count no more than 50 percent of the
4 State's current spending on prekindergarten pro-
5 grams (as of the date of enactment of this Act) to-
6 ward the State match.

7 (g) MAINTENANCE OF EFFORT.—

8 (1) IN GENERAL.—If a State reduces its com-
9 bined fiscal effort per child for the State's preschool
10 program (whether a publicly funded preschool pro-
11 gram or a program under this section) or through
12 State supplemental assistance funds for Head Start
13 programs assisted under the Head Start Act (42
14 U.S.C. 9831 et seq.), or through any State spending
15 on preschool services for any fiscal year that a State
16 receives payments under subparagraphs (A) and (B)
17 of subsection (c)(2) (referred to in this paragraph as
18 the “reduction fiscal year”) relative to the previous
19 fiscal year, the Secretary, in collaboration with the
20 Secretary of Education, shall reduce support for
21 such State under such subsection by the same
22 amount as the total reduction in State fiscal effort
23 for such reduction fiscal year.

1 (2) WAIVER.—The Secretary, in collaboration
2 with the Secretary of Education, may waive the re-
3 quirements of paragraph (1) if—

4 (A) the Secretaries determine that a waiv-
5 er would be appropriate due to a precipitous de-
6 cline in the financial resources of a State as a
7 result of unforeseen economic hardship, or a
8 natural disaster, that has necessitated across-
9 the-board reductions in State services during
10 the 5-year period preceding the date of the de-
11 termination, including for early childhood edu-
12 cation programs; or

13 (B) due to the circumstance of a State re-
14 quiring reductions in specific programs, includ-
15 ing early childhood education, the State pre-
16 sents to the Secretaries a justification and dem-
17 onstration why other programs could not be re-
18 duced and how early childhood education pro-
19 grams in the State will not be disproportion-
20 ately harmed by such State reductions.

21 (h) SUPPLEMENT NOT SUPPLANT.—Funds received
22 under this section shall be used to supplement and not
23 supplant other Federal, State, and local public funds ex-
24 pended on early childhood education programs in the
25 State.

1 (i) NONDISCRIMINATION PROVISIONS.—The fol-
2 lowing provisions of law shall apply to any program or ac-
3 tivity that receives funds provided under this section:

4 (1) Title IX of the Education Amendments of
5 1972 (20 U.S.C. 1681 et seq.).

6 (2) Title VI of the Civil Rights Act of 1964 (42
7 U.S.C. 2000d et seq.).

8 (3) Section 504 of the Rehabilitation Act of
9 1973 (29 U.S.C. 794).

10 (4) The Americans with Disabilities Act of
11 1990 (42 U.S.C. 12101 et seq.).

12 (5) Section 654 of the Head Start Act (42
13 U.S.C. 9849).

14 **PART 3—SCHOOL MEALS FOR ALL**

15 **Subpart A—Universal School Meals Program**

16 **SEC. 30311. EFFECTIVE DATE.**

17 Unless otherwise provided, this subpart, and the
18 amendments made by this subpart, shall take effect 1 year
19 after the date of enactment of this Act.

20 **SEC. 30312. FREE SCHOOL BREAKFAST PROGRAM.**

21 (a) IN GENERAL.—Section 4(a) of the Child Nutri-
22 tion Act of 1966 (42 U.S.C. 1773(a)) is amended, in the
23 first sentence—

24 (1) by striking “is hereby” and inserting “are”;
25 and

1 (2) by inserting “to provide free breakfast to all
2 children enrolled at those schools” before “in accord-
3 ance”.

4 (b) APPORTIONMENT TO STATES.—Section 4(b) of
5 the Child Nutrition Act of 1966 (42 U.S.C. 1773(b)) is
6 amended—

7 (1) in paragraph (1)—

8 (A) in subparagraph (A)(i), by striking
9 subclause (II) and inserting the following:

10 “(II) the national average payment for free
11 breakfasts, as specified in subparagraph (B).”;

12 (B) by striking subparagraph (B) and in-
13 serting the following:

14 “(B) PAYMENT AMOUNTS.—

15 “(i) IN GENERAL.—The national aver-
16 age payment for each free breakfast shall
17 be \$2.80, adjusted annually for inflation in
18 accordance with clause (ii) and rounded in
19 accordance with clause (iii).

20 “(ii) INFLATION ADJUSTMENT.—

21 “(I) IN GENERAL.—The annual
22 inflation adjustment under clause (i)
23 shall reflect changes in the cost of op-
24 erating the free breakfast program
25 under this section, as indicated by the

1 change in the Consumer Price Index
2 for food away from home for all urban
3 consumers.

4 “(II) BASIS.—Each inflation an-
5 nual adjustment under clause (i) shall
6 reflect the changes in the Consumer
7 Price Index for food away from home
8 for the most recent 12-month period
9 for which that data is available.

10 “(iii) ROUNDING.—On July 1, 2027,
11 and annually thereafter, the national aver-
12 age payment rate for free breakfast shall
13 be—

14 “(I) adjusted to the nearest
15 lower-cent increment; and

16 “(II) based on the unrounded
17 amounts for the preceding 12-month
18 period.”;

19 (C) by striking subparagraphs (C) and
20 (E); and

21 (D) by redesignating subparagraph (D) as
22 subparagraph (C);

23 (2) by striking paragraphs (2) and (3);

24 (3) by redesignating paragraphs (4) and (5) as
25 paragraphs (2) and (3), respectively; and

1 (4) in paragraph (3) (as so redesignated), by
2 striking “paragraph (3) or (4)” and inserting “para-
3 graph (2)”.

4 (c) STATE DISBURSEMENT TO SCHOOLS.—Section 4
5 of the Child Nutrition Act of 1966 (42 U.S.C. 1773) is
6 amended by striking subsection (c) and inserting the fol-
7 lowing:

8 “(c) STATE DISBURSEMENT TO SCHOOLS.—Funds
9 apportioned and paid to any State for the purpose of this
10 section shall be disbursed by the State educational agency
11 to schools selected by the State educational agency to as-
12 sist those schools in operating a breakfast program.”.

13 (d) NO COLLECTION OF DEBT.—

14 (1) IN GENERAL.—Notwithstanding any other
15 provision of the Child Nutrition Act of 1966 (42
16 U.S.C. 1771 et seq.) or any other provision of law,
17 effective beginning on the date of enactment of this
18 Act, as a condition of participation in the breakfast
19 program under section 4 of that Act (42 U.S.C.
20 1773), a school—

21 (A) shall not collect any debt owed to the
22 school for unpaid meal charges; and

23 (B) shall continue to accrue debt for un-
24 paid meal charges—

- 1 (i) for the purpose of receiving reim-
2 bursement under section 212; and
3 (ii) until the effective date specified in
4 section 2.

5 (2) CHILD NUTRITION ACT OF 1966.—

6 (A) IN GENERAL.—Section 4 of the Child
7 Nutrition Act of 1966 (42 U.S.C. 1773) is
8 amended by striking subsection (d) and insert-
9 ing the following:

10 “(d) NO COLLECTION OF DEBT.—A school partici-
11 pating in the free breakfast program under this section
12 shall not collect any debt owed to the school for unpaid
13 meal charges.”.

14 (B) CONFORMING AMENDMENT.—Section
15 23(a) of the Child Nutrition Act of 1966 (42
16 U.S.C. 1793(a)) is amended by striking “school
17 in severe need, as described in section 4(d)(1)”
18 and inserting the following: “school—

19 “(1) that has a free breakfast program under
20 section 4 or seeks to initiate a free breakfast pro-
21 gram under that section; and

22 “(2) of which not less than 40 percent of the
23 students are economically disadvantaged students
24 (as identified under a measure described in section

1 1113(a)(5) of the Elementary and Secondary Edu-
2 cation Act of 1965 (20 U.S.C. 6313(a)(5))).”.

3 (e) NUTRITIONAL AND OTHER PROGRAM REQUIRE-
4 MENTS.—Section 4(e) of the Child Nutrition Act of 1966
5 (42 U.S.C. 1773(e)) is amended—

6 (1) in paragraph (1)(A), in the second sentence,
7 by striking “free or” and all that follows through
8 the period at the end and inserting “free to all chil-
9 dren enrolled at a school participating in the school
10 breakfast program.”; and

11 (2) in paragraph (2), in the second sentence, by
12 striking “the full charge to the student for a break-
13 fast meeting the requirements of this section or”.

14 (f) PROHIBITION ON BREAKFAST SHAMING, MEAL
15 DENIAL.—

16 (1) IN GENERAL.—Effective beginning on the
17 date of enactment of this Act, a school or school
18 food authority—

19 (A) shall not—

20 (i) physically segregate for the pur-
21 pose of debt shaming or otherwise dis-
22 criminate against any child participating in
23 the breakfast program under section 4 of
24 the Child Nutrition Act of 1966 (42
25 U.S.C. 1773); or

1 (ii) overtly identify a child described
2 in clause (i) by a special token or ticket,
3 an announced or published list of names,
4 or any other means; and

5 (B) shall provide the program meal to any
6 child eligible under the program.

7 (2) CHILD NUTRITION ACT OF 1966.—Section 4
8 of the Child Nutrition Act of 1966 (42 U.S.C. 1773)
9 is amended by adding at the end the following:

10 “(f) PROHIBITION ON BREAKFAST SHAMING.—A
11 school or school food authority shall not—

12 “(1) physically segregate for the purpose of
13 debt shaming or otherwise discriminate against any
14 child participating in the free breakfast program
15 under this section; or

16 “(2) overtly identify a child described in para-
17 graph (1) by a special token or ticket, an announced
18 or published list of names, or any other means.”.

19 (g) DEPARTMENT OF DEFENSE OVERSEAS DEPEND-
20 ENTS’ SCHOOLS.—Section 20(b) of the Child Nutrition
21 Act of 1966 (42 U.S.C. 1789(b)) is amended by striking
22 “by this section” and all that follows through the period
23 at the end and inserting “by this section.”.

24 (h) CONFORMING AMENDMENTS.—The Child Nutri-
25 tion Act of 1966 (42 U.S.C. 1771 et seq.) is amended—

1 (1) by striking “or reduced price” each place it
2 appears;

3 (2) by striking “and reduced price” each place
4 it appears; and

5 (3) by striking “a reduced price” each place it
6 appears.

7 **SEC. 30313. APPORTIONMENT TO STATES.**

8 Section 4(b) of the Richard B. Russell National
9 School Lunch Act (42 U.S.C. 1753(b)) is amended—

10 (1) by striking paragraph (2) and inserting the
11 following:

12 “(2) PAYMENT AMOUNTS.—

13 “(A) IN GENERAL.—The national average
14 payment for each free lunch shall be \$4.63, ad-
15 justed annually for inflation in accordance with
16 subparagraph (C) and rounded in accordance
17 with subparagraph (D).

18 “(B) ADDITIONAL PAYMENT FOR LOCAL
19 FOOD.—

20 “(i) DEFINITION OF LOCALLY-
21 SOURCED FARM PRODUCT.—In this sub-
22 paragraph, the term ‘locally-sourced farm
23 product’ means a farm product that—

24 “(I) is marketed to consumers—

25 “(aa) directly; or

1 “(bb) through intermediated
2 channels (such as food hubs and
3 cooperatives); and

4 “(II) with respect to the school
5 food authority purchasing the farm
6 product, is produced and distrib-
7 uted—

8 “(aa) in the State in which
9 the school food authority is lo-
10 cated; or

11 “(bb) not more than 250
12 miles from the location of the
13 school food authority.

14 “(ii) ADDITIONAL PAYMENT ELIGI-
15 BILITY.—During a school year, a school
16 food authority shall receive an additional
17 payment described in clause (iii) if the
18 State certifies that the school food author-
19 ity served meals (including breakfasts,
20 lunches, suppers, and supplements) during
21 the last school year of which not less than
22 25 percent were made with locally-sourced
23 farm products.

24 “(iii) PAYMENT AMOUNT.—

1 “(I) IN GENERAL.—The addi-
2 tional payment amount under this
3 subparagraph shall be—

4 “(aa) \$0.30 for each free
5 lunch and supper;

6 “(bb) \$0.21 for each free
7 breakfast; and

8 “(cc) \$0.08 for each free
9 supplement.

10 “(II) ADJUSTMENTS.—Each ad-
11 ditional payment amount under sub-
12 clause (I) shall be adjusted annually
13 in accordance with subparagraph (C)
14 and rounded in accordance with sub-
15 paragraph (D).

16 “(iv) DISBURSEMENT.—The State
17 agency shall disburse funds made available
18 under this clause to school food authorities
19 eligible to receive additional reimburse-
20 ment.

21 “(C) INFLATION ADJUSTMENT.—

22 “(i) IN GENERAL.—The annual infla-
23 tion adjustment under subparagraphs (A)
24 and (B)(iii) shall reflect changes in the
25 cost of operating the free lunch program

1 under this Act, as indicated by the change
2 in the Consumer Price Index for food away
3 from home for all urban consumers.

4 “(ii) BASIS.—Each annual inflation
5 adjustment under subparagraphs (A) and
6 (B)(iii) shall reflect the changes in the
7 Consumer Price Index for food away from
8 home for the most recent 12-month period
9 for which that data is available.

10 “(D) ROUNDING.—On July 1, 2027, and
11 annually thereafter, the national average pay-
12 ment rate for free lunch and the additional pay-
13 ment amount for free breakfast, lunch, supper,
14 and supplement under subparagraph (B) shall
15 be—

16 “(i) adjusted to the nearest lower-cent
17 increment; and

18 “(ii) based on the unrounded amounts
19 for the preceding 12-month period.”; and

20 (2) by striking paragraph (3).

21 **SEC. 30314. NUTRITIONAL AND OTHER PROGRAM REQUIRE-**
22 **MENTS.**

23 (a) **ELIMINATION OF FREE LUNCH ELIGIBILITY RE-**
24 **QUIREMENTS.—**

1 (1) IN GENERAL.—Section 9 of the Richard B.
2 Russell National School Lunch Act (42 U.S.C.
3 1758) is amended by striking subsection (b) and in-
4 serting the following:

5 “(b) ELIGIBILITY.—All children enrolled in a school
6 that participates in the school lunch program under this
7 Act shall be eligible to receive free lunch under this Act.”.

8 (2) CONFORMING AMENDMENTS.—

9 (A) Section 9 of the Richard B. Russell
10 National School Lunch Act (42 U.S.C. 1758) is
11 amended—

12 (i) in subsection (c), in the third sen-
13 tence, by striking “or at a reduced cost”;
14 and

15 (ii) in subsection (e), by striking “, re-
16 duced price,”.

17 (B) Section 28 of the Richard B. Russell
18 National School Lunch Act (42 U.S.C. 1769i)
19 is amended—

20 (i) by striking subsection (b); and

21 (ii) by redesignating subsection (c) as
22 subsection (b).

23 (C) Section 17(d)(2)(A) of the Child Nu-
24 trition Act of 1966 (42 U.S.C. 1786(d)(2)(A))
25 is amended—

1 (i) by striking clause (i); and
2 (ii) by redesignating clauses (ii) and
3 (iii) as clauses (i) and (ii), respectively.

4 (D) Section 1902(a) of the Social Security
5 Act (42 U.S.C. 1396a(a)) is amended by strik-
6 ing paragraph (7) and inserting the following:
7 “(7) provide safeguards which restrict the use
8 or disclosure of information concerning applicants
9 and recipients to purposes directly connected with
10 the administration of the plan;”.

11 (E) Section 1154(a)(2)(A)(i) of title 10,
12 United States Code, is amended by striking “in
13 accordance with section 9(b)(1) of the Richard
14 B. Russell National School Lunch Act (42
15 U.S.C. 1758(b)(1))”.

16 (F) Section 4301 of the Food, Conserva-
17 tion, and Energy Act of 2008 (42 U.S.C.
18 1758a) is repealed.

19 (b) NO COLLECTION OF DEBT.—

20 (1) IN GENERAL.—Notwithstanding any other
21 provision of the Richard B. Russell National School
22 Lunch Act (42 U.S.C. 1751 et seq.) or any other
23 provision of law, effective beginning on the date of
24 enactment of this Act, as a condition of participation

1 in the school lunch program under that Act, a
2 school—

3 (A) shall not collect any debt owed to the
4 school for unpaid meal charges; and

5 (B) shall continue to accrue debt for un-
6 paid meal charges—

7 (i) for the purpose of receiving reim-
8 bursement under section 212; and

9 (ii) until the effective date specified in
10 section 2.

11 (2) NATIONAL SCHOOL LUNCH ACT.—Section 9
12 of the Richard B. Russell National School Lunch
13 Act (42 U.S.C. 1758) is amended by striking sub-
14 section (d) and inserting the following:

15 “(d) NO COLLECTION OF DEBT.—A school partici-
16 pating in the school lunch program under this Act shall
17 not collect any debt owed to the school for unpaid meal
18 charges.”.

19 **SEC. 30315. SPECIAL ASSISTANCE PROGRAM.**

20 (a) IN GENERAL.—Section 11 of the Richard B. Rus-
21 sell National School Lunch Act (42 U.S.C. 1759a) is re-
22 pealed.

23 (b) CONFORMING AMENDMENTS.—

1 (1) Section 6 of the Richard B. Russell Na-
2 tional School Lunch Act (42 U.S.C. 1755) is amend-
3 ed—

4 (A) in subsection (a)(2), by striking “sec-
5 tions 11 and 13” and inserting “section 13”;
6 and

7 (B) in subsection (e)(1), in the matter pre-
8 ceding subparagraph (A), by striking “section
9 4, this section, and section 11” and inserting
10 “this section and section 4”.

11 (2) Section 7(d) of the Richard B. Russell Na-
12 tional School Lunch Act (42 U.S.C. 1756(d)) is
13 amended by striking “or 11”.

14 (3) Section 8(g) of the Richard B. Russell Na-
15 tional School Lunch Act (42 U.S.C. 1757(g)) is
16 amended by striking “and under section 11 of this
17 Act”.

18 (4) Section 12(f) of the Richard B. Russell Na-
19 tional School Lunch Act (42 U.S.C. 1760(f)) is
20 amended by striking “11,”.

21 (5) Section 7(a) of the Child Nutrition Act of
22 1966 (42 U.S.C. 1766(a)) is amended—

23 (A) in paragraph (1)(A), by striking “4,
24 11, and 17” and inserting “4 and 17”; and

1 (B) in paragraph (2)(A), by striking “sec-
2 tions 4 and 11” and inserting “section 4”.

3 (6) Section 1101(j)(3) of the Families First
4 Coronavirus Response Act (7 U.S.C. 2011 note;
5 Public Law 116–127) is amended—

6 (A) by striking “or served under section
7 11(a)(1) of the Richard B. Russell National
8 School Lunch Act (42 U.S.C. 1760(d),
9 1759(a)(1))” and inserting “of the Richard B.
10 Russell National School Lunch Act (42 U.S.C.
11 1760(d))”; and

12 (B) by striking “or reduced price”.

13 **SEC. 30316. PRICE FOR A PAID LUNCH.**

14 Section 12 of the Richard B. Russell National School
15 Lunch Act (42 U.S.C. 1760) is amended—

16 (1) in subsection (l)(4)—

17 (A) by striking subparagraph (D); and

18 (B) by redesignating subparagraphs (E)
19 through (M) as subparagraphs (D) through
20 (L), respectively;

21 (2) by striking subsection (p); and

22 (3) by redesignating subsections (q) and (r) as
23 subsections (p) and (q), respectively.

1 **SEC. 30317. SUMMER FOOD SERVICE PROGRAM FOR CHIL-**
2 **DREN.**

3 Section 13 of the Richard B. Russell National School
4 Lunch Act (42 U.S.C. 1761) is amended—

5 (1) in subsection (a)—

6 (A) in paragraph (1)(A)(i)—

7 (i) in subclause (I), by striking “have
8 been determined eligible for free or re-
9 duced price school meals under this Act
10 and the Child Nutrition Act of 1966 (42
11 U.S.C. 1771 et seq.)” and inserting “are
12 economically disadvantaged students (as
13 identified under a measure described in
14 section 1113(a)(5) of the Elementary and
15 Secondary Education Act of 1965 (20
16 U.S.C. 6313(a)(5)))”;

17 (ii) in subclause (II), by striking “are
18 eligible for free or reduced price school
19 meals under this Act and the Child Nutri-
20 tion Act of 1966 (42 U.S.C. 1771 et seq.)”
21 and inserting “are economically disadvan-
22 tagged students (as identified under a meas-
23 ure described in section 1113(a)(5) of the
24 Elementary and Secondary Education Act
25 of 1965 (20 U.S.C. 6313(a)(5)))”;

1 (iii) in subclause (III)(bb), by striking
2 “meet the income standards for free or re-
3 duced price school meals under this Act
4 and the Child Nutrition Act of 1966 (42
5 U.S.C. 1771 et seq.)” and inserting “are
6 economically disadvantaged students (as
7 identified under a measure described in
8 section 1113(a)(5) of the Elementary and
9 Secondary Education Act of 1965 (20
10 U.S.C. 6313(a)(5)))”;

11 (iv) in subclause (IV), by striking
12 “are eligible for free or reduced price
13 school meals under this Act and the Child
14 Nutrition Act of 1966 (42 U.S.C. 1771 et
15 seq.)” and inserting “are economically dis-
16 advantaged students (as identified under a
17 measure described in section 1113(a)(5) of
18 the Elementary and Secondary Education
19 Act of 1965 (20 U.S.C. 6313(a)(5)))”; and

20 (v) in subclause (V), by striking “are
21 eligible for free or reduced price school
22 meals under this Act and the Child Nutri-
23 tion Act of 1966 (42 U.S.C. 1771 et seq.)”
24 and inserting “are economically disadvan-
25 tagged students (as identified under a meas-

1 ure described in section 1113(a)(5) of the
2 Elementary and Secondary Education Act
3 of 1965 (20 U.S.C. 6313(a)(5)))”;

4 (B) in paragraph (2), by adding at the end
5 the following:

6 “(C) WAIVER.—If the Secretary deter-
7 mines that a program requirement under this
8 section limits the access of children to meals
9 served under this section, the Secretary may
10 waive that program requirement.

11 “(D) ELIGIBILITY.—All children shall be
12 eligible to participate in the program under this
13 section.”;

14 (C) in paragraph (5), by striking “only
15 for” and all that follows through the period at
16 the end and inserting “for meals served to all
17 children.”; and

18 (D) in paragraph (13)—

19 (i) in subparagraph (C)(ii), by strik-
20 ing “eligible for a free or reduced price
21 lunch under this Act or a free or reduced
22 price breakfast under section 4 of the
23 Child Nutrition Act of 1966 (42 U.S.C.
24 1773)” and inserting “an economically dis-
25 advantaged student (as identified under a

1 measure described in section 1113(a)(5) of
2 the Elementary and Secondary Education
3 Act of 1965 (20 U.S.C. 6313(a)(5)))”; and
4 (ii) in subparagraph (D)(ii), by strik-
5 ing “eligible for free or reduced price lunch
6 under this Act or free or reduced price
7 breakfast under section 4 of the Child Nu-
8 trition Act of 1966 (42 U.S.C. 1773)” and
9 inserting “economically disadvantaged stu-
10 dents (as identified under a measure de-
11 scribed in section 1113(a)(5) of the Ele-
12 mentary and Secondary Education Act of
13 1965 (20 U.S.C. 6313(a)(5)))”;

14 (2) in subsection (b)(2), by striking “may only
15 serve” and all that follows through “migrant chil-
16 dren”;

17 (3) by striking subsection (c) and inserting the
18 following:

19 “(c) PAYMENTS.—

20 “(1) IN GENERAL.—Payments shall be made to
21 service institutions for meals served—

22 “(A) during the months of May through
23 September;

24 “(B) during school vacation at any time
25 during an academic school year;

1 “(C) during a teacher in-service day; and

2 “(D) on days that school is closed due to
3 a natural disaster, building repair, court order,
4 or similar cause, as determined by the Sec-
5 retary.

6 “(2) LIMITATION ON PAYMENTS.—A service in-
7 stitution shall receive payments under this section
8 for not more than 3 meals and 1 supplement per
9 child per day.”; and

10 (4) in subsection (f)(3), by striking “, except
11 that” and all that follows through “section”.

12 **SEC. 30318. SUMMER ELECTRONIC BENEFITS TRANSFER**
13 **FOR CHILDREN PROGRAM.**

14 Section 13A of the Richard B. Russell National
15 School Lunch Act (42 U.S.C. 1762) is amended—

16 (1) in subsection (b)(2)(A)(i), by striking
17 “\$40” and inserting “\$60”;

18 (2) in subsection (c)(1)—

19 (A) in subparagraph (A), by striking “di-
20 rectly certified” and all that follows through
21 “this section” and inserting “an economically
22 disadvantaged student (as identified under a
23 measure described in section 1113(a)(5) of the
24 Elementary and Secondary Education Act of
25 1965 (20 U.S.C. 6313(a)(5)))”;

1 (B) by striking subparagraph (B); and
2 (C) by redesignating subparagraphs (C)
3 through (E) as subparagraphs (B) through (D),
4 respectively;
5 (3) in subsection (f)—

6 (A) in paragraph (3), in the matter pre-
7 ceding subparagraph (A), by striking “proc-
8 esses—” and all that follows through “to reli-
9 ably” in subparagraph (B) and inserting “proc-
10 esses to reliably”; and

11 (B) in paragraph (4), in the matter pre-
12 ceding subparagraph (A), by striking “by—”
13 and all that follows through “establishing” in
14 subparagraph (B) and inserting “by estab-
15 lishing”; and

16 (4) in subsection (h), by striking paragraph (2)
17 and inserting the following:

18 “(2) ELIGIBLE CHILD.—The term ‘eligible
19 child’ means any child residing in a State or on land
20 under the jurisdiction of a covered Indian Tribal or-
21 ganization that participates in the program estab-
22 lished under this section.”.

23 **SEC. 30319. CHILD AND ADULT CARE FOOD PROGRAM.**

24 Section 17 of the Richard B. Russell National School
25 Lunch Act (42 U.S.C. 1766) is amended—

1 (1) in subsection (a)(2), by striking subpara-
2 graph (B) and inserting the following:

3 “(B) any other private organization pro-
4 viding nonresidential child care or day care out-
5 side school hours for school children;”;

6 (2) by striking subsection (c) and inserting the
7 following:

8 “(c) FREE MEALS.—Notwithstanding any other pro-
9 vision of law—

10 “(1) all meals and supplements served under
11 the program authorized under this section shall be
12 provided for free to participants of the program; and

13 “(2) an institution that serves those meals and
14 supplements shall be reimbursed—

15 “(A) in the case of breakfast, at the rate
16 established for free breakfast under section
17 4(b)(1)(B)(i) of the Child Nutrition Act of
18 1966 (42 U.S.C. 1773(b)(1)(B)(i));

19 “(B) in the case of lunch, at the rate es-
20 tablished for free lunch under section
21 4(b)(2)(A); and

22 “(C) in the case of a supplemental meal,
23 \$1.20, adjusted for inflation in accordance with
24 section 4(b)(2)(C).”;

25 (3) in subsection (f)—

1 (A) in paragraph (2), by striking subpara-
2 graph (B) and inserting the following:

3 “(B) LIMITATION TO REIMBURSEMENTS.—
4 An institution may claim reimbursement under
5 this paragraph for not more than 3 meals and
6 1 supplement per day per child.”;

7 (B) by striking paragraph (3); and

8 (C) by redesignating paragraph (4) as
9 paragraph (3);
10 (4) in subsection (o)—

11 (A) by striking paragraph (4); and

12 (B) by redesignating paragraphs (5) and
13 (6) as paragraphs (4) and (5), respectively; and
14 (5) in subsection (r)—

15 (A) in the subsection heading, by striking
16 “Program for At-risk School Children” and in-
17 serting “Afterschool Meal and Snack Pro-
18 gram”;

19 (B) by striking “at-risk school” each place
20 it appears and inserting “eligible”;

21 (C) in paragraph (1)—

22 (i) in the paragraph heading, by strik-
23 ing “AT-RISK SCHOOL” and inserting
24 “ELIGIBLE”; and

1 (ii) in subparagraph (B), by striking
2 “operated” and all that follows through
3 the period at the end and inserting a pe-
4 riod; and

5 (D) in paragraph (4)(A), by striking “only
6 for” and all that follows through the period at
7 the end and inserting the following: “for—

8 “(i) not more than 1 meal and 1 sup-
9 plement per child per day served on a reg-
10 ular school day; and

11 “(ii) not more than 3 meals and 1
12 supplement per child per day served on
13 any day other than a regular school day.”.

14 **SEC. 30320. MEALS AND SUPPLEMENTS FOR CHILDREN IN**
15 **AFTERSCHOOL CARE.**

16 Section 17A of the Richard B. Russell National
17 School Lunch Act (42 U.S.C. 1766a) is amended—

18 (1) in the section heading, by striking “meal
19 supplements” and inserting “meals and supple-
20 ments”;

21 (2) in subsection (a)(1), by striking “meal sup-
22 plements” and inserting “free meals and supple-
23 ments”;

24 (3) in subsection (b), by inserting “meals and”
25 before “supplements”; and

1 (4) by striking subsection (c) and inserting the
2 following:

3 “(c) REIMBURSEMENT.—

4 “(1) IN GENERAL.—

5 “(A) MEALS.—A free meal provided under
6 this section to a child shall be reimbursed at a
7 rate of \$4.63, adjusted annually for inflation in
8 accordance with paragraph (3)(A) and rounded
9 in accordance with paragraph (3)(B).

10 “(B) SUPPLEMENTS.—A free supplement
11 provided under this section to a child shall be
12 reimbursed at the rate at which free supple-
13 ments are reimbursed under section
14 17(c)(2)(C).

15 “(2) LIMITATION TO REIMBURSEMENTS.—An
16 institution may claim reimbursement under this sec-
17 tion for not more than 1 meal and 1 supplement per
18 day per child served on a regular school day.

19 “(3) INFLATION; ROUNDING.—

20 “(A) INFLATION ADJUSTMENT.—

21 “(i) IN GENERAL.—The annual infla-
22 tion adjustment under paragraph (1)(A)
23 shall reflect changes in the cost of oper-
24 ating the program under this section, as
25 indicated by the change in the Consumer

1 Price Index for food away from home for
2 all urban consumers.

3 “(ii) BASIS.—Each inflation annual
4 adjustment under paragraph (1)(A) shall
5 reflect the changes in the Consumer Price
6 Index for food away from home for the
7 most recent 12-month period for which
8 that data is available.

9 “(B) ROUNDING.—On July 1, 2027, and
10 annually thereafter, the reimbursement rate for
11 a free meal under this section shall be—

12 “(i) adjusted to the nearest lower-cent
13 increment; and

14 “(ii) based on the unrounded amounts
15 for the preceding 12-month period.”.

16 **SEC. 30321. PILOT PROJECTS.**

17 Section 18 of the Richard B. Russell National School
18 Lunch Act (42 U.S.C. 1769) is amended—

19 (1) in subsection (g)(5), by striking subpara-
20 graph (B) and inserting the following:

21 “(B) serve a high proportion of economi-
22 cally disadvantaged students (as identified
23 under a measure described in section
24 1113(a)(5) of the Elementary and Secondary

1 Education Act of 1965 (20 U.S.C.
2 6313(a)(5)))”;

3 (2) in subsection (h)(1)(A)(ii), by striking “eli-
4 gible for free or reduced price meals under this Act”
5 and inserting “economically disadvantaged students
6 (as identified under a measure described in section
7 1113(a)(5) of the Elementary and Secondary Edu-
8 cation Act of 1965 (20 U.S.C. 6313(a)(5)))”;

9 (3) by striking subsection (j); and

10 (4) by redesignating subsection (k) as sub-
11 section (j).

12 **SEC. 30322. FRESH FRUIT AND VEGETABLE PROGRAM.**

13 Section 19(d) of the Richard B. Russell National
14 School Lunch Act (42 U.S.C. 1769a(d)) is amended—

15 (1) in paragraph (1)—

16 (A) in the matter preceding subparagraph
17 (A), by striking “paragraph (2) of this sub-
18 section and”;

19 (B) in subparagraph (A), by striking
20 “school—” and all that follows through “sub-
21 mits” and inserting “school that submits”;

22 (C) in subparagraph (B), by striking
23 “schools” and all that follows through “Act”
24 and inserting “high-need schools (as defined in
25 section 2211(b) of the Elementary and Sec-

1 ondary Education Act of 1965 (20 U.S.C.
2 6631(b)))”; and

3 (D) in subparagraph (D)—

4 (i) by striking clause (i); and

5 (ii) by redesignating clauses (ii)

6 through (iv) as clauses (i) through (iii), re-

7 spectively; and

8 (2) by striking paragraphs (2) and (3) and in-
9 serting the following:

10 “(2) OUTREACH TO HIGH-NEED SCHOOLS.—

11 Prior to making decisions regarding school participa-

12 tion in the program, a State agency shall inform

13 high-need schools (as defined in section 2211(b) of

14 the Elementary and Secondary Education Act of

15 1965 (20 U.S.C. 6631(b))), including Tribal schools,

16 of the eligibility of the schools for the program.”.

17 **SEC. 30323. TRAINING, TECHNICAL ASSISTANCE, AND FOOD**

18 **SERVICE MANAGEMENT INSTITUTE.**

19 Section 21(a)(1)(B) of the Richard B. Russell Na-

20 tional School Lunch Act (42 U.S.C. 1769b–1(a)(1)(B)) is

21 amended in the matter preceding clause (i) by striking

22 “certified to receive free or reduced price meals” and in-

23 serting “who are economically disadvantaged students (as

24 identified under a measure described in section 1113(a)(5)

1 of the Elementary and Secondary Education Act of 1965
2 (20 U.S.C. 6313(a)(5)))”.

3 **SEC. 30324. REIMBURSEMENT OF SCHOOL MEAL DELIN-**
4 **QUENT DEBT PROGRAM.**

5 (a) DEFINITIONS.—In this section:

6 (1) DELINQUENT DEBT.—The term “delinquent
7 debt” means the debt owed by a parent or guardian
8 of a child to a school—

9 (A) as of the effective date specified in sec-
10 tion 2; and

11 (B) for meals served by the school under—

12 (i) the school breakfast program
13 under section 4 of the Child Nutrition Act
14 of 1966 (42 U.S.C. 1773);

15 (ii) the school lunch program estab-
16 lished under the Richard B. Russell Na-
17 tional School Lunch Act (42 U.S.C. 1751
18 et seq.); or

19 (iii) both of the programs described in
20 clauses (i) and (ii).

21 (2) PROGRAM.—The term “program” means
22 the program established under subsection (b)(1).

23 (3) SECRETARY.—The term “Secretary” means
24 the Secretary of Agriculture.

25 (b) REIMBURSEMENT PROGRAM.—

1 (1) ESTABLISHMENT.—Not later than 60 days
2 after the effective date specified in section 2, the
3 Secretary shall establish a program under which the
4 Secretary shall reimburse each school participating
5 in a program described in clause (i) or (ii) of sub-
6 section (a)(1)(B) for all delinquent debt.

7 (2) FORM FOR REIMBURSEMENT.—To carry out
8 the program, the Secretary shall design and dis-
9 tribute a form to State agencies to collect data on
10 all delinquent debt in applicable schools in the State,
11 grouped by school food authority.

12 (3) COMPLETION DATE.—The Secretary shall
13 provide all reimbursements under the program not
14 later than 180 days after the effective date specified
15 in section 2.

16 (c) REPORT.—Not later than 2 years after the effec-
17 tive date specified in section 2, the Comptroller General
18 of the United States shall submit to Congress and make
19 publicly available a report that describes the successes and
20 challenges of the program.

21 **SEC. 30325. CONFORMING AMENDMENTS.**

22 The Richard B. Russell National School Lunch Act
23 (42 U.S.C. 1751 et seq.) is amended—

24 (1) by striking “or reduced price” each place it
25 appears;

1 (2) by striking “or a reduced price” each place
2 it appears;

3 (3) by striking “and reduced price” each place
4 it appears; and

5 (4) by striking “a reduced price” each place it
6 appears.

7 **SEC. 30326. MEASURE OF POVERTY.**

8 Section 1113(a)(5) of the Elementary and Secondary
9 Education Act of 1965 (20 U.S.C. 6313(a)(5)) is amend-
10 ed—

11 (1) in subparagraph (A), by striking “the num-
12 ber of children eligible for a free or reduced price
13 lunch under the Richard B. Russell National School
14 Lunch Act (42 U.S.C. 1751 et seq.)” and inserting
15 “the number of children from low-income back-
16 grounds, identified under subparagraph (D)”;

17 (2) by adding at the end the following:

18 “(D) IDENTIFICATION OF CHILDREN FROM
19 LOW-INCOME BACKGROUNDS.—

20 “(i) IN GENERAL.—A local edu-
21 cational agency or State agency, for the
22 purpose of identifying children from low-in-
23 come backgrounds enrolled in a school
24 served by a local educational agency,
25 may—

1 “(I) maintain a record, with re-
2 spect to each student for whom the
3 local educational agency provides a
4 free public education that contains the
5 information collected from the survey
6 described in clause (iii);

7 “(II) distribute and collect a stu-
8 dent survey based on the template de-
9 veloped under clause (iii) to identify
10 children from low-income back-
11 grounds; and

12 “(III) utilize direct certification
13 data described in clause (iv)(I) to
14 identify children from low-income
15 backgrounds.

16 “(ii) PRIVACY.—

17 “(I) IN GENERAL.—All individual
18 data collected under this subpara-
19 graph shall be protected by the local
20 educational agency or State agency in
21 a manner consistent with all applica-
22 ble local, State, and Federal privacy
23 laws.

24 “(II) REPORTING DATA.—Only
25 aggregated data, which may include

1 data disaggregated at the school, local
2 educational agency, or State level,
3 shall be reported to the Secretary at
4 such time and in such manner as the
5 Secretary may reasonably require.

6 “(iii) SURVEY.—Not later than 180
7 days after the date of enactment of the
8 Transforming Education for the Future
9 Act, the Secretary, in consultation with the
10 Secretary of Agriculture, shall develop a
11 template survey—

12 “(I) to identify children from
13 low-income backgrounds that contains
14 only the information necessary to
15 identify a child as a child from a low-
16 income background by using the cri-
17 teria of eligibility for a free or reduced
18 priced lunch under the Richard B.
19 Russell National School Lunch Act, as
20 such criteria were in effect on Sep-
21 tember 30, 2022; and

22 “(II) that shall be designed to be
23 easily accessible and in a user-friendly
24 manner.

1 “(iv) TRANSITION AUTHORITY FROM
2 FRPL TO ESEA MEASURES.—The Sec-
3 retary, in coordination with the Secretary
4 of Agriculture, shall have the authority to
5 take such steps as are necessary to provide
6 for the orderly transition to, and imple-
7 mentation of—

8 “(I) activities that are necessary
9 for the continuity of direct certifi-
10 cation carried out by local educational
11 agencies and State agencies specified
12 in paragraphs (4), (5), and (15) sec-
13 tion 9(b) of the Richard B. Russell
14 National School Lunch Act, as in ef-
15 fect on September 30, 2022, for the
16 purposes of identifying any child eligi-
17 ble for free or reduced priced lunch
18 under such Act, as in effect on such
19 date, as a child from a low-income
20 background;

21 “(II) procedures for verification
22 of information collected under this
23 subparagraph, which may include pro-
24 cedures modeled on the requirement
25 specified in section 9(b)(3) of the

1 Richard B. Russell National School
2 Lunch Act, as in effect on September
3 30, 2022; and

4 “(III) data privacy provisions for
5 information collected under this sub-
6 paragraph, in accordance with the re-
7 quirements specified in section 9(b)(6)
8 of the Richard B. Russell National
9 School Lunch Act, as in effect on Sep-
10 tember 30, 2022.

11 “(v) SPECIAL RULE.—For the pur-
12 poses of subparagraph (A), a local edu-
13 cational agency may determine the number
14 of children from low-income backgrounds
15 enrolled in a school served by such agency
16 using one or more of the following meth-
17 ods:

18 “(I) Results from surveys speci-
19 fied in clause (i)(II).

20 “(II) Direct certification data
21 specified in clause (i)(III).

22 “(III) Utilization of both meth-
23 ods described in subclauses (I) and
24 (II).”.

1 **SEC. 30327. SUPPLEMENTAL NUTRITION ASSISTANCE PRO-**
2 **GRAM.**

3 (a) AGREEMENT FOR DIRECT CERTIFICATION.—

4 (1) IN GENERAL.—Section 11 of the Food and
5 Nutrition Act of 2008 (7 U.S.C. 2020) is amend-
6 ed—

7 (A) by striking subsection (u); and

8 (B) by redesignating subsections (v)
9 through (x) as subsections (u) through (w), re-
10 spectively.

11 (2) CONFORMING AMENDMENTS.—Section 11(e)
12 of the Food and Nutrition Act of 2008 (7 U.S.C.
13 2020(e)) is amended—

14 (A) in paragraph (8)(F), by striking “or
15 subsection (u)”;

16 (B) in paragraph (26)(B), by striking
17 “(x)” and inserting “(w)”.

18 (b) NUTRITION EDUCATION AND OBESITY PREVEN-
19 TION GRANT PROGRAM.—Section 28(a) of the Food and
20 Nutrition Act of 2008 (7 U.S.C. 2036a(a)) is amended
21 by striking paragraph (1) and inserting the following:

22 “(1) an individual eligible for benefits under
23 this Act;”.

24 **SEC. 30328. HIGHER EDUCATION ACT OF 1965.**

25 (a) TEACHER QUALITY ENHANCEMENT.—Subpara-
26 graph (A) of section 200(11) of the Higher Education Act

1 of 1965 (20 U.S.C. 1021(11)) is amended to read as fol-
2 lows:

3 “(A) IN GENERAL.—The term ‘high-need
4 school’ means a school that is in the highest
5 quartile of schools in a ranking of all schools
6 served by a local educational agency, ranked in
7 descending order by percentage of students
8 from low-income families enrolled in such
9 schools, as determined by the local educational
10 agency based on one of the following measures
11 of poverty:

12 “(i) The percentage of students aged
13 5 through 17 in poverty counted in the
14 most recent census data approved by the
15 Secretary.

16 “(ii) The percentage of students in
17 families receiving assistance under the
18 State program funded under the program
19 of block grants to States for temporary as-
20 sistance for needy families established
21 under part A of title IV of the Social Secu-
22 rity Act (42 U.S.C. 601 et seq.).

23 “(iii) The percentage of students eligi-
24 ble to receive medical assistance under the
25 program of medical assistance established

1 under title XIX of the Social Security Act
2 (42 U.S.C. 1396 et seq.).

3 “(iv) A composite of two or more of
4 the measures described in clauses (i)
5 through (iii).”.

6 (b) GEAR UP.—Subparagraph (A) of section
7 404B(d)(1) of the Higher Education Act of 1965 (20
8 U.S.C. 1070a–22(d)(1)) is amended to read as follows:

9 “(A) provide services under this chapter to
10 at least one grade level of students, beginning
11 not later than 7th grade, in a participating
12 school—

13 “(i) that has a 7th grade; and

14 “(ii) in which—

15 “(I) at least 50 percent of the
16 students enrolled are economically dis-
17 advantaged students (as identified
18 under a measure described in section
19 1113(a)(5) of the Elementary and
20 Secondary Education Act of 1965); or

21 “(II) if an eligible entity deter-
22 mines that it would promote the effec-
23 tiveness of a program, an entire grade
24 level of students, beginning not later
25 than the 7th grade, reside in public

1 housing, as defined in section 3(b)(1)
2 of the United States Housing Act of
3 1937 (42 U.S.C. 1437a(b)(1)).”.

4 (c) EARLY FEDERAL PELL GRANT COMMITMENT
5 DEMONSTRATION PROGRAM.—Section 894(b) of the
6 Higher Education Act of 1965 (20 U.S.C. 1161y(b)) is
7 amended—

8 (1) in paragraph (1)(B), by striking “qualify
9 for a free or reduced price school lunch under the
10 Richard B. Russell National School Lunch Act (42
11 U.S.C. 1751 et seq.) or the Child Nutrition Act of
12 1966 (42 U.S.C. 1771 et seq.)” and inserting “are
13 economically disadvantaged students (as identified
14 under a measure described in section 1113(a)(5) of
15 the Elementary and Secondary Education Act of
16 1965)”; and

17 (2) in paragraph (5), by striking “eligible for a
18 free or reduced price school lunch under the Richard
19 B. Russell National School Lunch Act (42 U.S.C.
20 1751 et seq.) or the Child Nutrition Act of 1966 (42
21 U.S.C. 1771 et seq.)” and inserting “economically
22 disadvantaged students (as identified under a meas-
23 ure described in section 1113(a)(5) of the Elemen-
24 tary and Secondary Education Act of 1965)”.

1 **SEC. 30329. ELEMENTARY AND SECONDARY EDUCATION**

2 **ACT OF 1965.**

3 (a) LITERACY EDUCATION FOR ALL.—Section
4 2221(b)(3)(B) of the Elementary and Secondary Edu-
5 cation Act of 1965 (20 U.S.C. 6641(b)(3)(B)) is amend-
6 ed—

7 (1) by striking clause (i); and

8 (2) by redesignating clauses (ii) and (iii) as
9 clauses (i) and (ii), respectively.

10 (b) GRANTS FOR EDUCATION INNOVATION AND RE-
11 SEARCH.—Section 4611(d)(2) of the Elementary and Sec-
12 ondary Education Act of 1965 (20 U.S.C. 7261(d)(2)) is
13 amended—

14 (1) by striking subparagraph (B); and

15 (2) by redesignating subparagraphs (C) and
16 (D) as subparagraphs (B) and (C), respectively.

17 (c) ELIGIBILITY FOR HEAVILY IMPACTED LOCAL
18 EDUCATIONAL AGENCIES.—Item (bb) of section
19 7003(b)(2)(B)(i)(III) of the Elementary and Secondary
20 Education Act of 1965 (20 U.S.C. 7703(b)(2)(B)(i)(III))
21 is amended to read as follows:

22 “(bb) has an enrollment of children described in sub-
23 section (a)(1) that constitutes a percentage of the total
24 student enrollment of the agency that is not less than 30
25 percent; and”.

1 **SEC. 30330. AMERICA COMPETES ACT.**

2 Section 6122(3) of the America COMPETES Act (20
3 U.S.C. 9832(3)) is amended by striking “data on children
4 eligible for free or reduced-price lunches under the Rich-
5 ard B. Russell National School Lunch Act,”.

6 **SEC. 30331. WORKFORCE INNOVATION AND OPPORTUNITY**
7 **ACT.**

8 Section 3(36)(A) of the Workforce Innovation and
9 Opportunity Act (29 U.S.C. 3102(36)(A)) is amended—
10 (1) by striking clause (iv); and
11 (2) by redesignating clauses (v) and (vi) as
12 clauses (iv) and (v), respectively.

13 **SEC. 30332. NATIONAL SCIENCE FOUNDATION AUTHORIZA-**
14 **TION ACT OF 2002.**

15 Section 4(8) of the National Science Foundation Au-
16 thorization Act of 2002 (42 U.S.C. 1862n note; Public
17 Law 107–368) is amended—

18 (1) by striking subparagraph (A); and
19 (2) by redesignating subparagraphs (B) and
20 (C) as subparagraphs (A) and (B), respectively.

21 **SEC. 30333. CHILD CARE AND DEVELOPMENT BLOCK**
22 **GRANT.**

23 Section 6580(b) of the Child Care and Development
24 Block Grant Act of 1990 (42 U.S.C. 9858m(b)) is amend-
25 ed—

1 (1) in paragraph (1)(B), by striking “school
2 lunch factor” and inserting “economically disadvan-
3 taged students factor”; and

4 (2) by amending paragraph (3) to read as fol-
5 lows:

6 “(3) ECONOMICALLY DISADVANTAGED STU-
7 DENTS FACTOR.—In this subsection, the term ‘eco-
8 nomically disadvantaged students factor’ means the
9 ratio of the number of children in the State who are
10 economically disadvantaged students (as identified
11 under a measure described in section 1113(a)(5) of
12 the Elementary and Secondary Education Act of
13 1965 (20 U.S.C. 6313(a)(5))) to the number of such
14 children in all the States as determined annually by
15 the Secretary of Education.”.

16 **SEC. 30334. CHILDREN’S HEALTH ACT OF 2000.**

17 Section 1404(b) of the Children’s Health Act of 2000
18 (42 U.S.C. 9859c(b)) is amended—

19 (1) in paragraph (1)(B), by striking “school
20 lunch factor” and inserting “economically disadvan-
21 taged students factor”; and

22 (2) by amending paragraph (3) to read as fol-
23 lows:

24 “(3) ECONOMICALLY DISADVANTAGED STU-
25 DENTS FACTOR.—In this subsection, the term ‘eco-

1 nominically disadvantaged students factor’ means the
2 ratio of the number of children in the State who are
3 economically disadvantaged students (as identified
4 under a measure described in section 1113(a)(5) of
5 the Elementary and Secondary Education Act of
6 1965 (20 U.S.C. 6313(a)(5))) to the number of such
7 children in all the States as determined annually by
8 the Secretary of Education.”.

9 **SEC. 30335. JUVENILE JUSTICE AND DELINQUENCY PRE-**
10 **VENTION.**

11 Section 252(i) of the Juvenile Justice and Delin-
12 quency Prevention Act of 1974 (34 U.S.C. 11162(i)) is
13 amended to read as follows:

14 “(i) **FREE SCHOOL LUNCHES FOR INCARCERATED**
15 **JUVENILES.—**

16 “(2) **IN GENERAL.—**A juvenile who is incarcer-
17 ated in an eligible juvenile detention center is eligible
18 to receive free lunch under the Richard B. Russell
19 National School Lunch Act (42 U.S.C. 1751 et
20 seq.).

21 “(3) **GUIDANCE.—**Not later than 1 year after
22 the date of the enactment of the Transforming Edu-
23 cation for the Future Act, the Attorney General, in
24 consultation with the Secretary of Agriculture, shall
25 provide guidance to States relating to the options for

1 school food authorities in the States to apply for re-
2 imbursement for free lunches under the Richard B.
3 Russell National School Lunch Act (42 U.S.C. 1751
4 et seq.) for juveniles who are incarcerated.

5 “(4) ELIGIBLE JUVENILE DETENTION CENTER
6 DEFINED.—In this subsection, the term ‘eligible ju-
7 venile detention center’ does not include any private,
8 for-profit detention center.”.

9 **Subpart B—Mitigating Electronic Access Losses for**
10 **Students**

11 **SEC. 30341. SUMMER EBT FRAUD PREVENTION.**

12 Section 13A of the Richard B. Russell National
13 School Lunch Act (42 U.S.C. 1762) is amended—

14 (1) by redesignating subsection (h) as sub-
15 section (i); and

16 (2) by inserting after subsection (g) the fol-
17 lowing:

18 “(h) SUMMER EBT FRAUD PREVENTION.—

19 “(1) GUIDANCE; RULEMAKING.—The Secretary
20 shall—

21 “(A) issue guidance to State agencies and
22 covered Indian Tribal organizations, on an on-
23 going basis, as informed by the process outlined
24 in subparagraph (D), that describes security
25 measures that—

1 “(i) are effective, as determined by
2 the Secretary, in detecting and preventing
3 theft of summer EBT benefits, including
4 through card skimming, card cloning, and
5 other similar fraudulent methods;

6 “(ii) are consistent with industry
7 standards for detecting, identifying, and
8 preventing debit and credit card skimming,
9 card cloning, and other similar fraudulent
10 methods; and

11 “(iii) consider the feasibility of cost,
12 availability, and implementation for State
13 agencies and covered Indian Tribal organi-
14 zations;

15 “(B) promulgate regulations through no-
16 tice-and-comment rulemaking to require State
17 agencies and covered Indian Tribal organiza-
18 tions that elect to participate in the program
19 under this section to take the appropriate secu-
20 rity measures, as determined by the Secretary,
21 described in the guidance issued under subpara-
22 graph (A);

23 “(C) not later than 1 year after the date
24 of enactment of this subsection, promulgate
25 regulations (including an interim final rule) to

1 require State agencies and covered Indian Trib-
2 al organizations that elect to participate in the
3 program under this section to implement proce-
4 dures for the replacement of summer EBT ben-
5 efits consistent with paragraph (2);

6 “(D) coordinate with the Director of the
7 Office of Family Assistance of the Administra-
8 tion for Children and Families of the Depart-
9 ment of Health and Human Services, the Attor-
10 ney General of the United States, State agen-
11 cies, covered Indian Tribal organizations, retail-
12 ers (including retail food stores described in
13 subparagraph (A) of subsection (b)(1) and ven-
14 dors described in subparagraph (B) of such
15 subsection), and EBT contractors—

16 “(i) to determine—

17 “(I) how summer EBT benefits
18 are being stolen through card skim-
19 ming, card cloning, and other similar
20 fraudulent methods;

21 “(II) how those stolen benefits
22 are used; and

23 “(III) the locations where card
24 skimming, card cloning, and other

1 similar fraudulent methods are taking
2 place;

3 “(ii) to establish measures, including
4 equipment enhancements for retail food
5 stores described in subparagraph (A) of
6 subsection (b)(1) and vendors described in
7 subparagraph (B) of such subsection, to
8 prevent summer EBT benefits from being
9 stolen through card skimming, card
10 cloning, and other similar fraudulent meth-
11 ods; and

12 “(iii) to establish standard reporting
13 methods for State agencies and covered In-
14 dian Tribal organizations that elect to par-
15 ticipate in the program under this section
16 to collect and share data with the Sec-
17 retary on the scope of summer EBT bene-
18 fits being stolen through card skimming,
19 card cloning, and other similar fraudulent
20 methods; and

21 “(E) not later than 2 years after the date
22 of enactment of this subsection, submit to the
23 Committee on Agriculture, Nutrition, and For-
24 estry of the Senate and the Committee on Edu-

1 cation and Workforce of the House of Rep-
2 resentatives a report that includes—

3 “(i) information on the frequency of
4 theft of summer EBT benefits and the lo-
5 cation of those thefts, including benefits
6 stolen through card skimming, card
7 cloning, and other similar fraudulent meth-
8 ods;

9 “(ii) a description of the determina-
10 tions made under subparagraph (D)(i), the
11 measures established under subparagraph
12 (D)(ii), and methods established in sub-
13 paragraph (D)(iii);

14 “(iii) a description of the industry
15 standards described in subparagraph
16 (A)(ii);

17 “(iv) a comparison of State agency
18 and covered Indian Tribal organization
19 plans related to reimbursement, preven-
20 tion, and other relevant procedures ap-
21 proved in accordance with paragraph
22 (2)(A)(i); and

23 “(v) a description of actions taken by
24 the Secretary, and actions the Secretary
25 plans to take, to detect and prevent theft

1 of summer EBT benefits, including bene-
2 fits stolen through card skimming, card
3 cloning, and other similar fraudulent meth-
4 ods.

5 “(2) REPLACEMENT OF BENEFITS.—

6 “(A) IN GENERAL.—The Secretary shall
7 use funds appropriated pursuant to this section
8 to require State agencies and covered Indian
9 Tribal organizations that elect to participate in
10 the program under this section to replace sum-
11 mer EBT benefits that are determined by the
12 State agency or covered Indian Tribal organiza-
13 tion to have been stolen through card skim-
14 ming, card cloning, or similar fraudulent meth-
15 ods, subject to the conditions that—

16 “(i) the State agency or covered In-
17 dian Tribal organization shall include as
18 part of each plan for operations and man-
19 agement of the State agency or covered In-
20 dian Tribal organization required under
21 section 292.8 of title 7, Code of Federal
22 Regulations (or a successor regulation),
23 and submitted after the date of enactment
24 of this Act a plan for the replacement of
25 stolen summer EBT benefits that—

1 “(I) includes appropriate proce-
2 dures, as determined by the Secretary,
3 for the timely submission of claims to,
4 timely validation of claims by, and re-
5 placement issuance by the State agen-
6 cy or covered Indian Tribal organiza-
7 tion that includes—

8 “(aa) a signed statement by
9 the affected eligible household on
10 the benefit theft, consistent with
11 the signature requirements and
12 options, including electronic sig-
13 natures, provided by section
14 11(e)(2)(C) of the Food and Nu-
15 trition Act of 2008 (7 U.S.C.
16 2020(e)(2)(C));

17 “(bb) criteria to determine if
18 a submitted claim is valid;

19 “(cc) procedures for the doc-
20 umentation of replacement
21 issuances, including the sub-
22 mitted claims and findings from
23 the validation;

24 “(dd) the submission of data
25 reports on benefit theft and re-

1 placement activity to the Sec-
2 retary;

3 “(ee) procedures to inform
4 eligible households of their right
5 to appeal an adverse decision re-
6 garding a submitted claim; and

7 “(ff) the State agency’s or
8 covered Indian Tribal organiza-
9 tion’s use and planned use of
10 benefit theft prevention meas-
11 ures, including any additional
12 guidance that may be issued
13 under subsection (h)(1);

14 “(II) includes appropriate proce-
15 dures, as determined by the Secretary,
16 for reporting the scope and frequency
17 of card skimming affecting eligible
18 households to the Secretary; and

19 “(III) includes appropriate proce-
20 dures, as determined by the Secretary,
21 in the case of theft involving a card or
22 other account that stores summer
23 EBT benefits and other benefits (in-
24 cluding supplemental nutrition assist-
25 ance program benefits), for deter-

1 mining, to the extent possible, the
2 total portion of stolen benefits that is
3 attributable to summer EBT benefits;
4 and

5 “(ii) the replacement of stolen sum-
6 mer EBT benefits for an eligible household
7 shall not exceed the lesser of—

8 “(I) the amount of summer EBT
9 benefits stolen from the eligible house-
10 hold—

11 “(aa) during the calendar
12 year that the claim reporting
13 such theft was submitted; and

14 “(bb) that have not been re-
15 placed or otherwise supplemented
16 by a prior approved claim; or

17 “(II) the amount equal to the
18 summer EBT benefit allotment of the
19 eligible household issued to the eligible
20 household immediately prior to the
21 date on which the benefits were sto-
22 len.

23 “(B) PLAN DEADLINE FOR CURRENT PAR-
24 TICIPANTS.—In the case of a State agency or
25 covered Indian Tribal organization participating

1 in the program under this section on the date
2 of enactment of this subsection, such State
3 Agency or covered Indian Tribal organization
4 shall be required to—

5 “(i) submit an initial version of the
6 plan for the replacement of stolen summer
7 EBT benefits described in subparagraph
8 (A)(i) to the Secretary for approval not
9 later than 60 days after the date of enact-
10 ment of this subsection; and

11 “(ii) implement such initial plan upon
12 approval by the Secretary.

13 “(3) COMPTROLLER GENERAL.—

14 “(A) IN GENERAL.—Not later than 2 years
15 after the date of enactment of this subsection,
16 the Comptroller General of the United States
17 shall submit to the Committee on Education
18 and Workforce of the House of Representatives
19 and the Committee on Agriculture, Nutrition,
20 and Forestry of the Senate a report that exam-
21 ines risks related to summer EBT benefit pay-
22 ment system security, including the risk of sto-
23 len benefits through card skimming, card
24 cloning, and other similar methods.

1 “(B) CONTENTS.—The report under sub-
2 paragraph (A) shall include an assessment of—

3 “(i) the extent to which the Depart-
4 ment of Agriculture manages summer
5 EBT benefit payment system security, in-
6 cluding risks related to stolen benefits,
7 compared to leading industry practices;

8 “(ii) the manner in which State agen-
9 cies, covered Indian Tribal organizations,
10 retailers, and other relevant entities man-
11 age risks related to stolen summer EBT
12 benefits;

13 “(iii) the oversight of and guidance
14 provided by the Secretary to State agencies
15 and covered Indian Tribal organizations
16 regarding stolen summer EBT benefits;
17 and

18 “(iv) recommendations and policy op-
19 tions for—

20 “(I) improving how the Depart-
21 ment of Agriculture and other rel-
22 evant entities manage summer EBT
23 benefit payment system security risks,
24 including those related to stolen bene-
25 fits; and

1 “(II) how the Department of Ag-
2 riculture may best share those im-
3 provements with State agencies, cov-
4 ered Indian Tribal organizations, re-
5 tailers, and other relevant entities.”.