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119TH CONGRESS
2D SESSION

# H. R. 10421

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

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IN THE HOUSE OF REPRESENTATIVES

SEPTEMBER 16, 2026

Ms. BONAMICI (for herself, Mrs. GRIJALVA, Ms. OMAR, Mrs. BEATTY, Mr. HUFFMAN, Ms. DELBENE, Ms. BYNUM, Ms. SALINAS, Ms. BUDZINSKI, Ms. CRAIG, Mr. GARAMENDI, Ms. GARCIA of Texas, Ms. NORTON, and Ms. SÁNCHEZ) introduced the following bill; which was referred to the Committee on Education and Workforce, and in addition to the Committees on the Judiciary, Energy and Commerce, Ways and Means, Oversight and Government Reform, Science, Space, and Technology, Armed Services, and Agriculture, for a period to be subsequently determined by the Speaker, in each case for consideration of such provisions as fall within the jurisdiction of the committee concerned

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# A BILL

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

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,*

**SECTION 1. SHORT TITLE; TABLE OF CONTENTS.**

(a) SHORT TITLE.—This Act may be cited as the ''Transforming Education for the Future Act''.

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

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**SEC. 2. DEFINITIONS.**

In this Act:

(1) ESEA TERMS.—

(A) The terms ''child with a disability'', ''Department'', ''early childhood education program'', ''educational service agency'', ''elementary school'', ''English learner'', ''evidence-based'', ''local educational agency'', ''other staff'', ''outlying area'', ''parent'', ''professional development'', ''school leader'', ''secondary school'', ''specialized instructional support personnel'', and ''State educational agency'' have the meanings given the terms in section 8101

of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

(B) The term ''innovative assessment system'' has the meaning given such term in section 1204(a) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6364(a)).

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

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

(2) PARAPROFESSIONAL.—The term ''paraprofessional'' has the meaning given such term in section 8101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801), unless otherwise specified.

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

(4) STATE.—The term ''State'' has the meaning given such term in section 8101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801), unless otherwise specified.

**SEC. 3. PURPOSES.**

The purposes of this Act are to:

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

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

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

(4) Promote innovative, holistic, and high-quality assessment models that more fully capture student knowledge, skills, and competencies.

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

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

(7) Strengthen the educator pipeline and provide educators and staff with the resources they need to succeed in and out of the classroom.

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

(9) Provide K–12 public schools with the amount of funding necessary to equip all students with the opportunity to achieve challenging academic standards and succeed in college and career.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(c) PART B OF TITLE IV.—Section 4206 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7176) is amended by striking ''$1,000,000,000 for'' and all that follows through ''2020'' and inserting

''$1,500,000,000'' for each of fiscal years 2027 through 2031.

(d) PART C OF TITLE IV.—Section 4311 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7221j) is amended by striking paragraphs (1) through (4) and inserting ''$250,000,000 for each of fiscal years 2027 through 2031.''.

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

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

(f) PART E OF TITLE IV.—Section 4506 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7246) is amended by striking ''$10,000,000 for each of fiscal years 2017 through 2020.'' and inserting ''$55,000,000 for each of fiscal years 2027 through 2031''.

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

''(a) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this part

$1,000,000,000 for each of fiscal years 2027 through 2031.''.

(h) CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT.—Section 9 of the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2307) is amended by striking ''117)—'' and all that follows and inserting ''117) $4,200,000,000 for each of fiscal years 2027 through 2031.''.

## PART A—INNOVATIVE TEACHING AND LEARNING

### Subpart 1—Project-Based Learning Grants

**SEC. 10111. DEFINITIONS.**

In this subpart:

(1) AGE OR DEVELOPMENTALLY APPROPRIATE.—The term ''age or developmentally appropriate'' has the meaning given such term in section 475(11)(A) of the Social Security Act (42 U.S.C. 675(11)(A)).

(2) ELIGIBLE PARTNERSHIP.—The term ''eligible partnership'' means a partnership that includes—

(A) a local educational agency;

(B) a nonprofit organization that has demonstrated effectiveness, expertise, and experience in the field of project-based learning, in-

cluding the professional development of teachers, as determined by the Secretary;

(C) a public elementary school or secondary school, public charter school, or magnet school served by the local educational agency described in subparagraph (A), or a consortium of such schools; and

(D) at least 1 of the following entities:

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

(ii) A State educational agency.

(iii) An academic department of an institution of higher education.

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

(v) A Federal, State, regional, or local environmental or natural resource management agency or parks and recreation department that has demonstrated effectiveness, expertise, and experience in the field of project-based learning, including with respect to professional development of teachers, as determined by the Secretary.

(vi) A museum, civics education organization, or arts education organization that has demonstrated effectiveness, expertise, and experience in the field of project-based learning, including with respect to professional development of teachers, as determined by the Secretary.

(3) HIGH-NEED LOCAL EDUCATIONAL AGENCY.—The term ''high-need local educational agency'' has the meaning given such term in section 200 of the Higher Education Act of 1965 (20 U.S.C. 1021).

(4) INSTITUTION OF HIGHER EDUCATION.—The term ''institution of higher education'' has the meaning given such term in section 101 of the Higher Education Act of 1965 (20 U.S.C. 1001).

(5) MINORITY SERVING INSTITUTION.—The term ''minority serving institution'' means an institution of higher education described in section 371(a) of the Higher Education Act of 1965 (20 U.S.C. 1067q).

(6) PROJECT-BASED LEARNING.—The term ''project-based learning'' means any instructional approach that—

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

(B) requires critical thinking, collaboration, and problem-solving; and

(C) actively applies academic content to investigate complex questions, develop solutions, and communicate learning in authentic ways with an audience outside of the classroom.

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

(a) GRANTS AUTHORIZED.—

(1) IN GENERAL.—The Secretary of Education shall award, on a competitive basis, grants to eligible partnerships to carry out project-based learning programs in courses related to English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, or physical education.

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

(3) GRANT AMOUNT.—Subject to the availability of appropriations, a grant awarded under this section shall be in an amount that is not more than $2,000,000.

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

(A) 1 percent to provide technical assistance to, and support the capacity building of, the eligible partnerships receiving a grant under this section; and

(B) 1 percent to complete required reporting under subsection (f).

(b) APPLICATION.—

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

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

(A) provide teachers who work for an entity that is a member of the eligible partnership with the opportunity to participate in a project-

based learning program and collaborate with other teachers, content experts, school leaders, colleagues, or other pertinent personnel;

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

(C) compensate each teacher who participates in professional development programs for project-based learning outside of the regular workday at a rate that is proportional to the amount earned by such teacher for a regular workday;

(D) work with teachers described in subparagraph (A) who participate in a project-based learning program to develop and implement the use of evidence-, research-, or practice-based rubrics to assess student learning;

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

(F) ensure that project-based learning programs are accessible for students with disabilities and English learners, such as by incorporating the principles of universal design for learning; and

(G) after the conclusion of the grant period described in subsection (a)(2), continue to promote and use the lesson plans and learning activities developed for the project-based learning program.

(c) PRIORITY.—In awarding grants under this section, the Secretary shall give priority to eligible partnerships in accordance with the number of the following criteria met by such partnership:

(1) Eligible partnerships that include—

(A) a high-need local educational agency or consortium of high-need local educational agencies (especially in rural areas); or

(B) Indian Tribes, Tribal educational departments or agencies, Tribal educational organizations, or community-based organizations that support professional development programs for underrepresented populations, as determined by the Secretary.

(2) Eligible partnerships that include local educational agencies that serve schools with teacher shortages in high-need subject areas.

(3) Eligible partnerships that include local educational agencies or educational service agencies that demonstrate in the program proposal under subsection (b)(2) a plan to recruit, retain, and train teachers who are individuals from underrepresented populations in the teaching profession, including such teachers who—

(A) are Black, Hispanic, Asian American, American Indian or Alaska Native, Pacific Islander, or of 2 or more races; or

(B) have a disability.

(4) Eligible partnerships that include an entity that has demonstrated success in supporting professional development and advancing teacher diversity, as determined by the Secretary, such as a minority serving institution.

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

(d) USE OF FUNDS.—

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

(A) shall use such grant funds to implement the program proposal under subsection (b)(2); and

(B) may use such grant funds to support—

(i) collaboration between program participants, such as meetings between teachers who work at the same elementary school or secondary school in different subject areas for the development or design of project-based learning materials;

(ii) the development and implementation of instructional materials for project-based learning, including classroom tools and equipment and assessment-related materials;

(iii) the compensation of teachers and other educators who gain additional responsibilities through participation in a project-based learning program; and

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

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

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

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

(f) REPORTS AND EVALUATION.—

(1) REPORTS TO SECRETARY.—Not later than 1 year after receiving a grant under this section, and annually thereafter for the duration of the grant period described in subsection (a)(2), an eligible partnership shall submit to the Secretary any information that is necessary for the Secretary to carry out the evaluation described in paragraph (2).

(2) EVALUATION.—Using the information submitted under paragraph (1), the Secretary, acting through the Director of the Institute of Education

Sciences, shall carry out an independent evaluation measuring the effectiveness of the activities carried out pursuant to grants awarded under this section, including the following:

(A) Information about whether entities that are members of eligible partnerships that received a grant under this section experienced greater student engagement and increased learning than entities that did not receive a grant under this section.

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

(i) Student scores on State assessments for reading or language arts, mathematics, social studies, and science.

(ii) Rates of graduation, student absenteeism, and teacher turnover.

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

(iv) Survey responses from first and second year teachers who received professional development during development of lessons and projects related to project-based learning.

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

(3) PUBLICATION.—The information submitted under paragraph (1) and the results of the evaluation under paragraph (2) shall be made publicly available on the website of the Department of Education, except that such information shall not include personally identifiable information.

(4) REPORTS TO CONGRESS.—Not later than 3 years after the date of enactment of this Act, and annually thereafter, the Secretary shall submit to the Committee on Health, Education, Labor, and Pensions of the Senate and the Committee on Education and Workforce of the House of Representatives a report that summarizes the information submitted under paragraph (1) and the results of the evaluation under paragraph (2) of project-based learning programs carried out pursuant to grants awarded under this section.

(5) CLEARINGHOUSE OF BEST PRACTICES.—

(A) IN GENERAL.—The Secretary shall integrate project-based learning resources into the appropriate Educational Resources Information Center Clearinghouses (established under section 941(f) of the Educational Research, Development, Dissemination, and Improvement Act of 1994 (20 U.S.C. 6041(f))).

(B) INFORMATION AND DATA COLLECTED.—The resources for integration shall include the following:

(i) Reports submitted under paragraph (1).

(ii) Resources for educators to implement project-based learning initiatives.

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

(I) best practices; and

(II) practices that other entities or eligible partnerships seeking to establish project-based learning programs should strive to avoid.

(iv) Technical assistance opportunities made available by the Department to assist

eligible partnerships that received grants under this section.

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

## Subpart 2—Arts Education for All

### SEC. 10121. EARLY CHILDHOOD EDUCATION PROGRAMS.

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

(1) in section 658G(b)(1), by striking subparagraph (A) and inserting the following:

"(A) offering training, coaching, or professional development opportunities for child care providers that relate to the use of evidence-based, developmentally appropriate and age-appropriate strategies to promote the social, emotional, physical, adaptive, communication, and cognitive development of children, including key programmatic strategies, and offering specialized training for child care providers caring for those populations prioritized in section 658E(c)(2)(Q), and children with disabilities;"; and

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

''(16) KEY PROGRAMMATIC STRATEGIES.—The term 'key programmatic strategies' means strategies related to—

''(A) nutrition and physical activity;

''(B) recommended practices for age-appropriate exposure to digital media; and

''(C) the integration and utilization of instructional methods to assist learning across disciplines, including methods that use the arts, language, literacy, mathematics, science, and social studies.''.

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

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

(1) in subparagraph (F), by striking ''and'' at the end;

(2) by redesignating subparagraph (G) as subparagraph (H); and

(3) by inserting after subparagraph (F) the following:

''(G) how the State educational agency will—

''(i) support the provision of, and encourage local educational agencies to provide, arts education experiences to students, including as part of a strategy to improve student achievement in the subjects that are part of a well-rounded education;

''(ii) integrate arts education instruction into the curriculum;

''(iii) increase the number of arts educators, including arts education specialists, in schools;

''(iv) use partnerships with artists with teaching experience to train teachers on how to incorporate creative thinking techniques into instruction in math, reading, English language arts, science, and other subjects that are part of a well-rounded education;

''(v) ensure that arts instruction is standards-based, as applicable, and offered sequentially through at least grades 6 through 12, and designed so that successive arts courses build upon the skills and techniques taught in prior arts courses;

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

''(vii) support partnerships that increase the amount of arts education experiences available in afterschool and summer learning programs; and''.

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

(1) in paragraph (12), by striking ''and'' at the end;

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

(3) by inserting after paragraph (12) the following:

''(13) how the local educational agency will support arts education, including to improve student achievement, consistent with section 1111(g)(1)(G); and''.

**SEC. 10123. REPORT CARDS.**

Section 1111(h)(1)(C) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(h)(1)(C)) is amended—

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

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

"(xiv) For each local educational agency in the State, information on arts courses offered by schools served by such agency, including—

"(I) the number of, range, and sequence of course offerings;

"(II) the average pupil-to-teacher ratio in such courses;

"(III) the average amount of instructional time in such courses; and

"(IV) for each semester, the percentage (in the aggregate and disaggregated by high-poverty compared to low-poverty schools) of—

"(aa) schools offering arts courses;

"(bb) students taking arts courses; and

''(cc) arts courses taught by arts teachers with full State certification or licensure.''.

**SEC. 10124. SCHOOL IMPROVEMENT.**

Section 1111(d)(2)(B) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(d)(2)(B)) is amended—

(1) in clause (iv), by striking ''; and'' and inserting a semicolon;

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

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

''(v) includes—

''(I) an evaluation of the arts courses offered at such school during the school day and the certification and training of staff that are teaching such courses, including teaching artists; and

''(II) based on the results of such evaluation, improve existing arts courses and incorporate additional arts courses into the offerings of such school; and''.

**SEC. 10125. ARTS FOR NEGLECTED AND DELINQUENT CHILDREN AND YOUTH.**

Section 1415(a)(2)(B)(ii) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6435(a)(2)(B)(ii)) is amended by inserting ''access to the arts and arts education and'' after ''improving''.

**SEC. 10126. SUBGRANTS TO LOCAL EDUCATIONAL AGENCIES.**

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

(1) in subparagraph (O), by striking ''; and'' and inserting a semicolon;

(2) by redesignating subparagraph (P) as subparagraph (Q); and

(3) by inserting after subparagraph (O) the following:

''(P) carrying out activities to increase pathways to obtain rigorous, high-quality teacher certification or licensure for individuals seeking to become teachers of the arts; and''.

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

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

''(d) PROFESSIONAL DEVELOPMENT FOR INTEGRATION OF THE ARTS.—In carrying out the programs and activities described under subsection (a), a local educational agency shall provide professional development for teachers to integrate the arts into their instruction in math, reading, English language arts, science, and other subjects that are part of a well-rounded education.''.

**SEC. 10127. 21ST CENTURY COMMUNITY LEARNING CENTERS.**

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

(1) in paragraph (13), by striking ''; and'';

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

(3) by adding at the end the following:

''(15) partnering with, integrating the services of, and utilizing the services and offerings provided by arts services organizations or other community-

focused arts nonprofits and organizations that further creative youth development.''.

(b) PROFESSIONAL DEVELOPMENT.—Section 4203(a)(6) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7173(a)(6)) is amended by inserting '', including arts education'' after ''areas''.

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

Section 223(a) of the Juvenile Justice and Delinquency Prevention Act of 1974 (42 U.S.C. 5633(a)) is amended—

(1) in paragraph (32), by striking ''and'' at the end,

(2) in paragraph (33), by striking the period at the end and inserting ''; and'', and

(3) by adding at the end the following:

''(34) describe how the State will coordinate services and activities for juvenile justice and delinquency prevention with State and local agencies and organizations, including State and local arts agencies, arts organizations, and organizations that further creative youth development.''.

**SEC. 10129. AMENDMENTS TO ADULT AND JUVENILE OFFENDER DEMONSTRATION PROJECTS.**

Section 2976(b)(4) of the Omnibus Crime Control and Safe Streets Act of 1968 (34 U.S.C. 10631) is amended—

(1) in subparagraph (A), by striking ''; and'';

(2) by redesignating subparagraph (B) as subparagraph (C); and

(3) by inserting after subparagraph (A) the following:

''(B) use arts education to facilitate reentry into the community, reduce recidivism rates, and connect offenders to educational opportunities and employment after reentry into the community; and''.

**SEC. 10130. ARTS RESEARCH.**

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

(1) in subsection (a)—

(A) by striking ''and'' at the end of subparagraph (10)(D);

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

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

''(11) carry out research initiatives regarding arts education, including

''(A) research into which teaching methods and uses of the arts and arts education are most effective at improving student achievement; and

''(B) rigorous, peer-reviewed and large-scale empirical research that is designed to determine which approaches to arts education are most effective, cost efficient, and broadly applicable for use in elementary and secondary classrooms, including in low-performing schools; and''; and

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

''(L) Use of the arts and arts education in improving elementary and secondary education.''.

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

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

(1) in subparagraph (N), by striking ''; and'' and inserting a semicolon;

(2) by redesignating subparagraph (O) as subparagraph (P); and

(3) by inserting after subparagraph (N) the following:

''(O) access to, the integration of, and the inclusion of arts education in school curricula; and''.

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

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

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

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

(2) in paragraph (2)—

(A) by inserting ''which shall include Black history,'' after ''American history,''; and

(B) by inserting '', which shall include Black history'' after ''traditional American history''.

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

(1) in subsection (a)—

(A) in paragraph (1), by inserting ", which shall include Black history," after "American History"; and

(B) in paragraph (2), by inserting ", which shall include Black history," after "American History";

(2) in subsection (c)(1), by inserting ", which shall include Black history," after "American history";

(3) in subsection (e)—

(A) in paragraph (1)—

(i) by inserting ", which shall include Black history," after "American history";

(ii) in subparagraph (A)—

(I) by inserting ", which shall include Black history," after "teachers of American history"; and

(II) by inserting ", which shall include Black history," after "subjects of American history"; and

(iii) in subparagraph (B), by inserting ", which shall include Black history," after "American history";

(B) in paragraph (2), by inserting ", which shall include Black history," after "American history"; and

(C) in paragraph (4), by inserting ", and with the Smithsonian Institution's National Museum of African American History and Culture providing programs and resources for educators and students" after "National Parks"; and

(4) in subsection (f)—

(A) by inserting ", which shall include Black history," after "American history";

(B) in subparagraph (A), by inserting ", which shall include Black history," after "American history"; and

(C) in subparagraph (B), by inserting ", which shall include Black history," after "American history".

(c) NATIONAL ACTIVITIES.—Section 2233 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6663) is amended—

(1) in subsection (a), by inserting "which shall include Black history," after "American history,"; and

(2) in subsection (b), by inserting ''which shall include Black history,'' after ''American history,'' each place it appears.

(d) NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS.—Section 303(b)(2)(D) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(2)(D)) is amended by inserting ''(which shall include Black history)'' after ''history''.

## Subpart 4—Teaching Asian American, Native Hawaiian, and Pacific Islander History

### SEC. 10151. TEACHING ASIAN AMERICAN, NATIVE HAWAIIAN, AND PACIFIC ISLANDER HISTORY.

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

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

(1) by inserting '', Asian American, Native Hawaiian, Pacific Islander'' after ''Black'' each place it appears; and

(2) in subsection (e)(4), by inserting ", Asian Pacific American Center" after "National Museum of African American History and Culture".

(c) NATIONAL ACTIVITIES.—Section 2233 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6663) is further amended by inserting ", Asian American, Native Hawaiian, Pacific Islander" after "Black" each place it appears.

(d) NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS.—Section 303(b)(2)(D) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(2)(D)) is further amended by inserting ", Asian American, Native Hawaiian, Pacific Islander" after "Black".

## Subpart 5—Teaching Hispanic and Latino and American Indian History

### SEC. 10161. TEACHING HISPANIC AND LATINO AND AMERICAN INDIAN HISTORY.

(a) PROGRAM AUTHORIZED.—Section 2231(a) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6661(a)) is further amended by inserting ", Hispanic and Latino, and American Indian" after "Pacific Islander" each place it appears.

(b) PRESIDENTIAL AND CONGRESSIONAL ACADEMIES FOR AMERICAN HISTORY AND CIVICS.—Section 2232 of

the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6662) is further amended—

(1) by inserting ", Hispanic and Latino, and American Indian" after "Pacific Islander" each place it appears; and

(2) in subsection (e)(4), by inserting ", National Museum of the American Latino, and National Museum of the American Indian" after "Asian Pacific American Center".

(c) NATIONAL ACTIVITIES.—Section 2233 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6663) is further amended by inserting ", Hispanic and Latino, and American Indian" after "Pacific Islander" each place it appears.

(d) NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS.—Section 303(b)(2)(D) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(2)(D)) is further amended by inserting ", Hispanic and Latino, and American Indian" after "Pacific Islander".

## Subpart 6—Holocaust Education and Antisemitism Lessons

### SEC. 10171. STUDY AND REPORT ON HOLOCAUST EDUCATION.

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

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

(1) all States;

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

(3) a representative sample of public elementary and secondary schools served by the local educational agencies being studied.

(c) ELEMENTS.—In conducting the study under subsection (a), the Director shall—

(1) determine whether States and local educational agencies being studied require Holocaust education as part of the curriculum taught in public elementary schools and secondary schools;

(2) identify States and local educational agencies being studied that have optional Holocaust edu-

cation as part of the curriculum taught in public elementary schools and secondary schools;

(3) identify each State's standards and the requirements of the local educational agencies being studied relating to Holocaust education and summarize the status of the implementation of such standards and requirements, including—

(A) the existence of a centralized apparatus at the State or local level that collects and disseminates Holocaust education curricula and materials;

(B) the existence of Holocaust education professional development opportunities for preservice and in-service teachers;

(C) the involvement of informal educational organizations in implementing Holocaust education, including museums and cultural centers;

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

(E) the identification of training and resources needed to support educators teaching about the Holocaust; and

(F) the adoption of United States Holocaust Memorial Museum resources by—

(i) entities at the State or local level that disseminate Holocaust education curricula; or

(ii) local Holocaust museums and centers;

(4) determine—

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

(B) the methods teachers are using that result in successfully achieving intended learning outcomes, which may include—

(i) in-class discussion;

(ii) educational activities conducted outside the classroom, including homework assignments and experiential learning involving State and local organizations, such as museums and cultural centers;

(iii) project-based learning;

(iv) educational materials and activities that are developmentally appropriate and taught through a trauma-informed lens; and

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

(5) identify the types of instructional materials used to teach students about the Holocaust, including the use of primary source material;

(6) identify—

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

(B) the amount of time allotted in the required curriculum to teach about the Holocaust; and

(C) the comprehensiveness of the Holocaust education curriculum taught in public elementary schools and secondary schools, as indicated by the extent to which the curriculum addresses all elements and aspects of the Holocaust and is based on reliable educational resources, such as resources provided by the United States Holocaust Memorial Museum; and

(7) identify the approaches used by public elementary schools and secondary schools to assess outcomes using traditional and nontraditional assessments, including assessments of—

(A) students' knowledge of the Holocaust; and

(B) students' ability to identify and analyze antisemitism, bigotry, hate, and genocide in historical and contemporary contexts.

(d) REPORT.—

(1) IN GENERAL.—Following the completion of the study under subsection (a), the Director shall prepare and submit to Congress a report on the results of the study.

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

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

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

(e) DEFINITIONS.—In this subpart:

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

(2) HOLOCAUST EDUCATION.—The term ''Holocaust education'' means educational activities that are specifically intended—

(A) to improve students' awareness and understanding of the Holocaust;

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

(C) to study the history of antisemitism, its deep historical roots, the use of conspiracy theories and propaganda that target the Jewish people, and the shape-shifting nature of antisemitism over time.

## Subpart 7—Full-Service Community Schools Expansion

### SEC. 10181. COMMUNITY SUPPORT FOR SCHOOL SUCCESS.

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

(1) in subsection (a), by inserting ''(except for section 4625)'' after ''part'';

(2) in the matter preceding clause (i) of subsection (b)(2)(B), by inserting ''(except for section 4625)'' after ''subpart 2''; and

(3) by adding at the end the following:

''(c) AUTHORIZATION OF APPROPRIATIONS FOR FULL-SERVICE COMMUNITY SCHOOLS.—There are authorized to be appropriated to carry out section 4625—

''(1) $500,000,000 for fiscal year 2027;

''(2) $600,000,000 for fiscal year 2028;

''(3) $700,000,000 for fiscal year 2029;

''(4) $850,000,000 for fiscal year 2030; and

''(5) $1,000,000,000 for fiscal year 2031.''.

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

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

(2) by inserting before paragraph (5), as redesignated by paragraph (1), the following:

''(1) COMMUNITY SCHOOL COORDINATOR.—The term 'community school coordinator' means an individual who—

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

''(B) is responsible for the identification, implementation, and coordination of integrated student supports, expanded and enriched learning time and opportunities, family and community engagement, and collaborative leadership and practices for each such eligible school;

''(C) serves as a member of the school-based leadership team for each such eligible school;

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

''(E) leads regular continuous improvement activities at each such eligible school.

''(2) COMMUNITY SCHOOL INITIATIVE DIRECTOR.—The term 'community school initiative director' means an individual who—

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

''(B) aids in the implementation and coordination of integrated student supports or stakeholder services, expanded and enriched

learning time and opportunities, family and community engagement, and collaborative leadership and practices for such eligible schools; and

"(C) provides support and guidance to community school coordinators.

"(3) COMMUNITY-WIDE LEADERSHIP TEAM.—The term 'community-wide leadership team' means a team established by a local educational agency receiving a grant under subsection (b), (c), or (d) of section 4625 that—

"(A) is responsible for guiding the vision, policy, resource alignment, implementation, oversight, and goal-setting for full-service community school efforts within a local educational agency;

"(B) includes—

"(i) representatives from the local educational agency;

"(ii) educators, school leaders, students, and parents, family members, and caregivers of students, from each eligible school supported by such grant;

"(iii) community members, such as residents, community-led councils, local

businesses, stakeholders, community organizations, and local nonprofit organizations;

''(iv) system-level partners that include representatives from government agencies, Indian Tribes, Tribal organizations, Native Hawaiian organizations, relevant labor organizations, and nonprofit and other community-based partners; and

''(v) if applicable, the community school initiative director; and

''(C) may—

''(i) be created for the purposes of supporting and sustaining full-service community schools or may already exist at the time the eligible entity submits its application;

''(ii) solely focus on full-service community schools or have additional functions and responsibilities;

''(iii) contribute to the development of an application for a full-service community school; or

''(iv) provide input into the selection process and requirements for future com-

munity school coordinator and community school initiative director candidates.

''(4) EDUCATOR LEARNING COMMUNITIES.—The term 'educator learning communities' means a group of primarily instructional staff in an eligible school who are given common planning time to participate in ongoing decisionmaking and planning to engage in professional development and to examine their practice and student performance in order to improve school policy and classroom teaching.'';

(3) in paragraph (5), as redesignated by paragraph (1)—

(A) in the matter preceding clause (i) of subparagraph (A), by striking ''section 4623(a)(1)(A)'' and inserting ''section 4623(a)(1)'';

(B) in subparagraph (A)—

(i) in clause (ii), by striking ''(25 U.S.C. 450b)'' and inserting ''(25 U.S.C. 5304)''; and

(ii) in clause (iii)(IV), by striking ''(25 U.S.C. 450b)'' and inserting ''(25 U.S.C. 5304)''; and

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

''(B) With respect to a grant for activities described in section 4623(a)(2), a consortium of—

''(i) 1 or more local educational agencies; and

''(ii) 1 or more community-based organizations, nonprofit organizations, Indian Tribes, Tribal organizations, Native Hawaiian organizations, or other public or private entities.'';

(4) by inserting after paragraph (5), as redesignated by paragraph (1), the following:

''(6) ELIGIBLE SCHOOL.—The term 'eligible school' means a public elementary school or secondary school that—

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

''(B) has been identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support pursuant to section 1111(d) or otherwise has

been identified by the State as a school in need of additional support.'';

(5) in paragraph (7), as redesignated by paragraph (1)—

(A) in subparagraph (A), by striking ''and'' after the semicolon;

(B) in subparagraph (B), by striking the period at the end and inserting ''; and''; and

(C) by adding at the end the following:

''(C) incorporates the pillars of community schools.'';

(6) by inserting after paragraph (7), as redesignated by paragraph (1), the following:

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

''(9) TRIBAL ORGANIZATION.—The term 'Tribal organization' has the meaning given the term in section 4 of the Indian Self-Determination and Education Assistance Act (25 U.S.C. 5304).

''(10) NATIVE HAWAIIAN COMMUNITY-BASED ORGANIZATION.—The term 'Native Hawaiian community-based organization' has the meaning given the term in section 6207 of this Act.

''(11) NATIVE HAWAIIAN EDUCATIONAL ORGANIZATION.—The term 'Native Hawaiian educational organization' has the meaning given the term in section 6207 of this Act.

''(12) NATIVE HAWAIIAN ORGANIZATION.—The term 'Native Hawaiian organization' has the meaning given the term in section 6207 of this Act.

''(13) PILLARS OF COMMUNITY SCHOOLS.—The term 'pillars of community schools' means all of the following key practices:

''(A) Integrated student supports for the students of a community school that provide in- and out-of-school support for students, address well-being, address out-of-school barriers to learning through partnerships with social and health services agencies, including mental and behavioral health agencies and providers, and are coordinated by a community school coordinator, which may include—

''(i) medical, dental, vision care, and mental and behavioral health services, including mental health literacy for students and staff; and

''(ii) individuals to assist with homeless prevention, eviction protections, emer-

gency and long-term housing stability, and affordable home ownership services, transportation, nutrition, citizenship preparation, or criminal justice issues, and other services.

''(B) Expanded and enriched learning time and opportunities, including evidence-based strategies, and including before-school, after-school, during-school, weekend, and summer programs that provide additional academic instruction, individualized academic support, enrichment activities, or learning opportunities for students of a community school that—

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

''(ii) may include art, music, drama, creative writing, hands-on experience with engineering or science (including computer science), career and technical education, evidence-based tutoring that is aligned with classroom success and homework help, and recreational programs that enhance

and are consistent with the school's curriculum.

"(C) Active student, family, and community engagement that—

"(i) brings students, parents, and families of students at the community school and in the community into the school as partners in students' education, including meaningfully involving parents and families in the community school's decisionmaking processes;

"(ii) allows the community school to serve as a hub for services, activities, and programs for students, families, and members of the neighborhood that the community school serves;

"(iii) provides adults with desired educational and other opportunities; and

"(iv) provides centralized supports for families and communities in community schools, which may include English as a second language classes, citizenship preparation, computer skills, art, homeless prevention, eviction protections, emergency and long-term housing stability and afford-

able home ownership services, child abuse and neglect prevention supports, health and mental health literacy programs, digital literacy training, or other programs that bring community members into a school building for meetings, events, or programming.

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

''(i) shall, at a minimum, include a school-based leadership team with representation of student, parent, and family leader, and community voice, a community school coordinator, and a community-wide leadership team;

''(ii) ensure that students, staff, families, and community members have a voice in major school decisions through representation on decisionmaking teams, as well as inclusive, asset-based, and democratic school culture;

''(iii) may include other leadership or governance teams, community school steer-

ing committees, or other community coalitions, educator collaborative learning communities, and other staff to manage the multiple, complex joint work of school and community organizations; and

''(iv) ensure that school governance teams emphasize representation among historically marginalized groups and reflect the diversity of the community, including diversity with respect to language, race, ethnicity, socioeconomic status, and role in the schooling process.

''(E) Rigorous, community-connected classroom instruction, such that teaching and learning in the school infuses high-level content and skills with real-world learning opportunities and the curriculum is deeply connected to the local community and students' identities, cultures, and experiences, providing opportunities for students to engage in meaningful inquiry-based learning and problem-solving. This may include—

''(i) instructional resources, curriculum, and professional learning that are modified to reflect and support a commu-

nity-based learning approach in community schools, emphasizing locally designed community-based curriculum and pedagogy to improve students' sense of agency; or

''(ii) development and administration of assessments that provide evidence of the impact or value of community-based pedagogy (such as performance assessments that include capstone projects, portfolios, and similar assessments).

''(F) A culture of belonging, safety, and care, such that the school climate is welcoming and fosters trust among students, families, partners, and staff, each person in the school community is valued for their rich diversity of experiences and is encouraged to share their views, knowledge, and culture, the school becomes a place grounded in healthy relationships, in which members feel safe and comfortable navigating conflicts and taking risks, and students feel connected to and are active participants in the school community. This may include—

''(i) emphasizing positive relationships and interactions, and educators modeling

these relationships and interactions through their own behavior;

''(ii) acknowledging and addressing negative behaviors and chronic absenteeism in developmentally appropriate and positive ways; and

''(iii) restorative discipline practices, such as peer mediation, community service and post-conflict resolution, to help students learn from their mistakes and foster positive, healthy school climates where respect and compassion are core principles and zero-tolerance practices leading to suspension and expulsion are avoided.''; and

(7) by inserting after paragraph (14), as redesignated by paragraph (1), the following:

''(15) RESULTS FRAMEWORK.—The term 'results framework' means comprehensive, evidence-based annual goals and aligned quantifiable indicators demonstrating continuous improvement with respect to students, particularly disadvantaged students, that—

''(A) are established by an eligible entity or State, as applicable;

"(B) serve as targets for each year of the framework; and

"(C) shall include at least the following goals:

"(i) Students (including children in prekindergarten and kindergarten) are ready for school in accordance with the State's ambitious long-term goals and indicators, as described in section 1111(c)(4).

"(ii) Students are engaged and academically achieving in school.

"(iii) Students are physically and mentally healthy, and are experiencing positive social and emotional development, including identity development.

"(iv) Schools and school neighborhoods are safe and provide a positive and equitable school climate for learning.

"(v) Parents and families are partners in supporting children's education.

"(vi) Students are ready for postsecondary education and 21st century careers.

"(vii) Students are contributing to their communities.

"(viii) Students are civically engaged or are active participants in democracy.

"(ix) Students are not chronically absent.

"(16) SCHOOL-BASED LEADERSHIP TEAM.—The term 'school-based leadership team' means a team established by a full-service community school that—

"(A) is responsible for supporting the implementation of a full-service community school program; and

"(B) is composed of not more than 15 people, which shall include—

"(i) not less than 2 parents or family members of students attending the eligible school;

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

"(iii) the principal of the school;

"(iv) the community school coordinator;

"(v) representatives of nonprofit organizations that serve the school;

"(vi) community partners;

''(vii) school administration, including administrative staff and other non-instructional staff such as specialized instructional support personnel; and

''(viii) in the case of a secondary school, students.''.

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

**''SEC. 4625. FULL-SERVICE COMMUNITY SCHOOL SUPPORT FOR WHOLE-CHILD SUCCESS.**

''(a) GRANTS AUTHORIZED.—

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

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

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

''(I) is not less than $100,000; and

''(II) may not exceed the amount equal to $100,000 for each eligible

school to be served by the eligible entity under the grant;

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

''(iii) expansion grants under subsection (d) to eligible entities, for a period of not less than 3 and not more than 5 years, in an amount of not less than $300,000 each year and an additional $150,000 for each additional school, except that for fiscal years 2027 through 2029, the total funds for expansion grants under this subparagraph shall be no more than 20 percent of the total amount available under this paragraph;

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

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

''(2) RESERVATION OF FUNDS.—From the total amount described under paragraph (1)(A) for a fiscal year, the Secretary shall reserve not less than 5 percent to carry out subsection (g).

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

''(A) a high-need local educational agency or consortium of high-need local educational agencies;

''(B) a local educational agency that receives basic support payments under section 7003(b)(1);

''(C) a local educational agency or consortium of local educational agencies located in a rural area;

''(D) an Indian Tribe;

''(E) a Tribal organization;

''(F) a Native Hawaiian community-based organization; or

''(G) a Native Hawaiian educational organization.

''(b) PLANNING AND CAPACITY BUILDING GRANTS.—

''(1) APPLICATION.—An eligible entity that desires a planning grant under this subsection shall submit an application to the Secretary at such time and in such manner as the Secretary may require. The Secretary shall require that each such application include all of the following:

''(A) A description of the eligible entity.

''(B) An assurance that the eligible entity will establish a community-wide leadership team that contributes to the planning and implementation of a full-service community school program.

''(C) A description of the capacity of the eligible entity to coordinate and, in collaboration with its partner entities, facilitate the implementation of all pillars of community schools at 1 or more full-service community schools through an implementation grant under subsection (c), including by providing a description of student, educator, family, and community engagement to demonstrate the interest described in subparagraph (D)(i).

''(D) The identification of 1 or more eligible schools that—

''(i) show a strong interest, voluntarily, in participating in a full-service community school supported by an implementation grant under subsection (c);

''(ii) have demonstrated significant benefits to using a full-service community school model—

''(I) including by providing data regarding poverty rates, discipline rates, academic opportunities and achievement and other outcomes, student physical and mental health, or additional information connected to the pillars of community schools; and

''(II) which may include providing documentation regarding whether such school has been identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support pursuant to section 1111(d); and

''(iii) have committed to establishing or designating a school-based leadership

team to support the school's full-service community school initiative.

''(E) The designation of an individual to serve as the district liaison for the area served by the eligible entity, who will direct the planning and implementation of any grants under this subsection or subsection (c) or (d), including by coordinating with—

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

''(ii) service providers, including potential service providers, and system-level partners, such as government agencies, Indian Tribes, Tribal organizations, Native Hawaiian organizations, relevant labor organizations, and nonprofit and other community-based partners; and

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

"(F) An identification of the initial community-wide leadership team for purposes of this section and the school-based leadership team for each eligible school identified under subparagraph (D), and, if either such team does not exist as of the date of the application, the process that will be put in place to establish such team.

"(G) If applicable, plans for hiring additional staff, providing additional compensation to existing staff, or contracting with 1 or more nonprofit entities to help the eligible entity apply for an implementation grant under subsection (c).

"(H) A data-sharing agreement between the local educational agency and partner entities and services that ensure the sharing of relevant real-time student data to conduct the needs and assets assessment described in paragraph (2)(A)(i)(I).

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

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

''(2) PLANNING AND CAPACITY BUILDING GRANT ACTIVITIES.—

''(A) IN GENERAL.—An eligible entity receiving a planning and capacity building grant under this subsection shall—

''(i)(I) conduct a needs and assets assessment for each eligible school participating in the grant that identifies the academic, social and emotional, physical and mental health, and other needs of at least 50 percent of students, families, and school staff, and engages a significant number of community members for each school; and

''(II) analyze the results of the assessment;

''(ii) hire or designate a community school coordinator to lead the needs and assets assessment;

"(iii) establish or support a community-wide leadership team to support all of the designated schools;

"(iv) establish a school-based leadership team for each participating eligible school;

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

"(vi) work with community-wide leadership teams and school-based leadership teams to identify, and collaborate with, service providers—

"(I) that have the capacity, and demonstrated effectiveness, to participate in a full-service community school and provide integrated student support services for a full-service community school in the relevant area; and

"(II) which may include public, private, and nonprofit agencies or organizations that provide higher education, educational enrichment, sub-

stance abuse prevention and education, mental and physical health services, homeless prevention, eviction protections, emergency and long-term housing stability and affordable home ownerships services, transportation, job training, neighborhood development (such as affordable housing and economic development), and social welfare services;

''(vii) complete a planning report, as described in subparagraph (C), that details the implementation plan before moving forward with implementation;

''(viii) ensure that meetings of the leadership teams are open to the public, and that records related to finances, personnel, and other decisionmaking processes are made available for public review;

''(ix) if necessary, hire and train additional staff, provide additional compensation to existing staff, or contract with a nonprofit entity or entities to aid in the activities necessary to apply for an implementation grant or implement the full-

service community school plan described in clause (x); and

''(x) craft a full-service community school plan for each eligible school identified under paragraph (1)(D), including a description of—

''(I) how the community school coordinator assigned to each such school, community school initiative director, and community-wide leadership team, will be expected to fulfill their responsibilities;

''(II) how collaborative leadership and practices structures and strategies will be identified and used;

''(III) the integrated student supports or stakeholder services, expanded and enriched learning time and opportunities, and active family and community engagement activities that will be tailored to the needs and assets assessment conducted under clause (i)(I) and provided in each such school;

''(IV) how each such school will provide culturally and linguistically inclusive communication between such school and families;

''(V) how each such school will establish and maintain partnerships with nonprofit organizations, faith and community-based institutions, institutions of higher education (including teacher preparation institutions), hospitals, museums, businesses, and other community entities that will help implement the full-service community school plan and that will participate in a community-wide leadership structure;

''(VI) how services and activities described in subclause (III) to be provided will supplement, not supplant, existing programs and activities at the eligible school as of the date of application; and

''(VII) if applicable, a description of the additional Federal, State, local, and private funds that will be

accessed to carry out activities described in subclause (III).

"(B) REVISION OF COMMUNITY-WIDE LEADERSHIP STRUCTURE.—An eligible entity receiving a planning grant under this subsection may revise the eligible entity's community-wide leadership team membership as needed to reflect—

"(i) the results of each eligible school's needs and asset assessment under subparagraph (A)(i); and

"(ii) the eligible entity's subsequent identification of partner entities.

"(C) PLANNING AND CAPACITY BUILDING GRANT REPORT.—Not later than 2 years after receiving a planning grant under this subsection, the eligible entity shall submit to the Secretary a planning report that includes the following:

"(i) A description of the actions taken to coordinate and, in collaboration with its partner entities, facilitate the provision of strategies aligned to the pillars of community schools to enable at least 1 eligible

school to become a full-service community school.

''(ii) A comprehensive plan that includes descriptions of the following:

''(I) Results of a thorough needs and assets assessment, as described in subparagraph (A)(i), of students, staff, families, and communities for each eligible school to be served through the proposed full-service community schools initiative of the eligible entity.

''(II) The student, family, school, neighborhood, and community to be served by each eligible school identified for the implementation of a full-service community school program, including demographic information on race, ethnicity, socioeconomic status, and disability status for the school and the local community.

''(III) How a full-service community school program contributes to advancing the strategic full-service com-

munity school improvement goals and efforts of the eligible entity.

''(iii) Plans for sustaining all pillars of community schools in the identified eligible schools, which respond to the needs assessment results for each pillar of community schools.

''(iv) A description of projects that propose to conduct initial development and coordination activities that leverage the findings of a needs assessment and a subsequent plan to be conducted during the grant period for each school identified in the application.

''(v) Annual measurable performance objectives and goals from a results framework to be used by the eligible entity, disaggregated for all students and each subgroup of students, as defined in section 1111(c)(2), including an increase in the number and percentage of families and students targeted for services each year of the proposed full-service community school program, in order to ensure that children are—

''(I) meeting the challenging State academic standards established under section 1111(b); and

''(II) safe, healthy, and supported by engaged families.

''(vi) A description of the integrated student support services, including existing and additional integrated student support services, to be coordinated by the community school coordinator and provided by the eligible entity and its partner entities through each proposed full-service community school, including an explanation of—

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

''(II) how such services will improve student social, emotional, and academic development;

''(III) how such services address the mental health needs of students and the use of trauma informed care;

''(IV) how such services will address the annual measurable perform-

ance objectives and outcomes described in clause (v);

''(V) plans for student transportation to and from after-school and summer activities offered through the proposed full-service community schools;

''(VI) the services designed to address the needs for youth transitioning out of high school or disconnected youth aged 16 through 24; and

''(VII) services and supports to prepare students for college and improve college access, and services to help students transition to higher education.

''(vii) Plans, including a description of the applicable funding sources, to ensure that each proposed full-service community school site is served by a full-time community school coordinator—

''(I) at such school; or

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

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

''(viii) Plans for professional development, for the personnel of each proposed full-service community school and partner service providers, on—

''(I) managing, coordinating, or delivering integrated student support services;

''(II) expanded and enriched learning time and opportunities;

''(III) active family engagement; and

''(IV) collaborative leadership and practices.

''(ix) Plans to establish a school-based leadership team and plans for joint use of school facilities, which shall include opportunities for collaboration at each participating eligible school between the community school coordinator and members of the school-based leadership teams, families, and the community, to plan, evaluate progress, and reassess needs.

"(x) Plans for annual evaluation based upon attainment of the performance objectives and outcomes described in clause (v).

"(xi) Plans for sustaining the programs and services described in this subsection, including plans to leverage community partners and existing revenue streams at the proposed full-service community schools upon the end of any implementation grant under subsection (c).

"(D) TIMING AND ELIGIBILITY.—An eligible entity receiving a planning and capacity building grant under this subsection is eligible to apply for an implementation grant under subsection (c) immediately upon the completion of all grant requirements under this subsection and the submission of the planning report to the Secretary under subparagraph (C).

"(c) IMPLEMENTATION GRANTS.—

"(1) APPLICATION.—An eligible entity desiring an implementation grant under this subsection shall—

"(A) in the case of an eligible entity that received and completed a planning grant, be

able to access an expedited process to apply for such grant, based on the planning report developed under subsection (b)(2)(C);

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

''(i) demonstrates that the eligible entity has completed the planning activities described in subsection (b)(2); and

''(ii) includes the information required under the application under subsection (b)(2)(A) and a planning report as described in subsection (b)(2)(C);

''(C) provide a data-sharing agreement between the local educational agency and partner entities and services that ensures the sharing of relevant and timely student data to determine the provision of services and assess program progress and quality;

''(D) provide an assurance that any grant funds awarded will benefit members of the community served without discrimination based on race, color, religion, gender (including sexual

orientation and gender identity), age, or disability;

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

''(F) describe how the eligible entity—

''(i) plans to sustain implementation at each school site to ensure that the eligible entity's work can continue and grow after the grant period ends; and

''(ii) will use some of the grant funding to develop or strengthen system-level infrastructure to support and sustain the identified full-service community schools.

''(2) SELECTION CRITERION.—The Secretary shall use the following criteria when evaluating eligible entities as part of the selection process for a grant under this subsection:

''(A) The extent to which the design of the proposed project reflects relevant and evidence-based findings from research, and includes a

high-quality plan for project implementation integrating the pillars of community schools and the use of appropriate evaluation methods to ensure successful achievement of project objectives.

''(B) The extent to which the applicant will ensure that a diversity of perspectives is brought to bear in the design and operation of the proposed project, including those of families, educators and staff, beneficiaries of services, school leadership, and community leadership.

''(C) The extent to which the applicant has plans for a full-time community school coordinator at each school, includes a plan to sustain such position beyond the grant period, and provides a description of how such position will serve to integrate, coordinate, and facilitate programs and partnership services at each school.

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

''(3) GRANT AMOUNTS.—The Secretary shall award an amount of grant funding under this subsection to each grantee that is commensurate with the number of local schools that will be served by grant funds.

''(4) USE OF FUNDS.—An eligible entity receiving an implementation grant under this subsection shall use grant funds to carry out all of the following:

''(A) In collaboration with the partner entities and service providers identified under subsection (b)(1)(C), establish not less than 1 full-service community school in the area served by the eligible entity, by facilitating the provision of the pillars of community schools in each eligible school served under the grant.

''(B) Fund a community school coordinator who is responsible for coordinating the provision of the pillars of community schools at, and working with the collaborative leadership structure of, each eligible school to be served under the grant.

''(C) Establish, support, or maintain—

''(i) a school-based leadership team, community-wide leadership team, or educa-

tor learning communities to establish a strong collaborative leadership structure for each eligible school to be served; and

''(ii) a community-wide leadership team to establish a strong collaborative leadership structure to support all eligible schools being served.

''(D) Ensure that meetings of the leadership teams are open to the public, and that records related to finances, personnel, and other decisionmaking processes are made available for public review.

''(E) Implement integrated student supports at the eligible school to be served, including not less than 2 of the following:

''(i) Health and social services, which may be based in the eligible school or provided in the community, including primary health, dental care, vision care, and mental health including trauma-informed care.

''(ii) Nutrition services, including providing additional meals or assistance in accessing Federal, State, and local food assistance programs.

"(iii) Programs that provide assistance to students of the eligible school who have been or are at risk of being chronically absent, suspended, or expelled, and students who are not on track to meeting the challenging State academic standards under section 1111(b), including—

"(I) mentoring and other youth development programs;

"(II) programs that support positive and equitable school climates, including restorative justice practices and culturally competent pedagogy and practices, or juvenile crime prevention and rehabilitation programs;

"(III) specialized instructional support services;

"(IV) homeless prevention, eviction protections, emergency and long-term housing stability, and affordable home ownership services;

"(V) developmentally appropriate physical education;

"(VI) legal services, including immigration-related legal services;

''(VII) dropout prevention programs and reengagement programs;

''(VIII) supports for students in foster care and children experiencing homelessness;

''(IX) transportation services necessary for students to access integrated student support services, expanded and enriched learning time and opportunities, family and community engagement activities, or other services and activities identified to support the development of students; and

''(X) technical assistance for students with limited access to digital devices or high-speed internet services.

''(F) Implement expanded and enriched learning time, which may include—

''(i) additional academic instruction and high-quality, evidence-based tutoring;

''(ii) before- and after-school and summer learning programs;

''(iii) mentorship programs;

''(iv) workforce development activities, including career and technical education, internships, pre-apprenticeship programs, and service-learning opportunities;

''(v) student support services for children with disabilities;

''(vi) additional college access support, including earning college credit while in high school, college visits, summer bridge programs, college counseling, or other services geared towards college success; and

''(vii) enrichment of advanced skill development in areas of interest, including music, arts, sports, finance, or technology.

''(G) Implement active family and community engagement strategies, which may include—

''(i) culturally and linguistically inclusive communication between such school and families;

''(ii) on-site early childhood care and education programs;

''(iii) home visitation services by educators and other professionals who are em-

ployed by the eligible entity or a service provider;

''(iv) adult education, including instruction in English as a second language programs, financial literacy education, programs that lead to a regular high school diploma, or credit recovery programs;

''(v) workforce development activities, including job search and preparation services and career advancement activities;

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

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

''(viii) programs that promote parental and family involvement, family literacy, education, career, and employment advancement, and provide volunteer opportunities;

''(ix) assistance and supports for children and young people involved in the child welfare system;

''(x) higher education preparation courses, including credit accumulation and other higher education or continuing education preparation courses, and college counseling to prepare students and families for higher education; and

''(xi) child abuse and neglect prevention activities, including services to strengthen families.

''(H) Implement collaborative leadership and practice strategies, which may include—

''(i) building the capacity of educators, principals, other school leaders, and other staff to lead collaborative school improvement structures, such as professional learning communities;

''(ii) regularly convening or engaging all partners, such as—

''(I) students, families, educators, principals, and other school leaders of identified eligible schools;

''(II) service providers, including potential service providers, and system-level partners, such as government agencies, Indian Tribes, Tribal

organizations, Native Hawaiian organizations, relevant labor organizations, and nonprofit and other community-based partners; and

''(III) community members, such as residents, community led councils, local businesses, stakeholders, early childhood education providers, hospitals or clinics, community organizations, and local nonprofit organizations;

''(iii) regularly assessing program quality and progress through individual student data, participant feedback, and aggregate outcomes to develop strategies for improvement; and

''(iv) organizing school personnel and community partners into working teams focused on specific issues identified in the needs and assets assessment.

''(I) Support and enable the district liaison described in subsection (b)(1)(E) to lead the community-wide leadership team and carry out the activities described in the eligible entity's

application and planning report submitted under paragraph (1).

''(5) PROHIBITION ON DISCRIMINATION.—An eligible entity receiving a grant under this subsection shall ensure that activities carried out with grant funds serve members of the community without discrimination based on race, color, religion, sex (including sexual orientation and gender identity), age, or disability.

''(6) IMPLEMENTATION GRANT REPORT.—At the end of the grant period, an eligible entity receiving a grant under this subsection shall prepare and complete a report designed by the Secretary that—

''(A) for each eligible school operating a full-service community school program—

''(i) details the impact of the full-service community school program on student opportunities and outcomes, including academic achievement, as aligned with the results framework of the eligible entity, including achievement based on the challenging State academic standards established under section 1111(b);

''(ii) includes school climate information, which may come from student, par-

ent, or educator surveys, that shall be cross-tabulated and disaggregated by subgroup of students (as defined under section 1111(c)(2)), including—

"(I) school discipline data such as suspension and expulsion rates;

"(II) measures of student engagement, safety, attendance, staff qualifications and turnover, and family involvement; and

"(III) measures of students' social emotional skills, habits, and mindsets;

"(iii) describes—

"(I) the integrated student supports, expanded and enriched learning time and opportunities, and family and community engagement activities offered by the full-service community school program at the eligible school; and

"(II) the collaborative leadership and practice structures in place at the eligible school;

''(iv) includes information on the number, qualifications, experience, and retention of school staff at the eligible school, including the number and percentage of fully certified teachers, disaggregated by race and ethnicity, and rates of teacher turnover; and

''(v) details academic and whole-child outcomes in the eligible school, as aligned with the results framework of the eligible entity, which may include information on school readiness, mental and physical health, academic achievement, high school graduation rates, college acceptance and matriculation, reduced racial and economic achievement gaps, school climate, and school attendance; and

''(B) identifies any cost savings from greater coordination between full-service community schools and partner organizations in providing services through the full-service community school program, including any integration of grant funds with funding from community partners and existing funding streams, and

changes in school spending as a result of the full-service community school program.

''(d) EXPANSION GRANTS.—

''(1) ELIGIBLE EXPANSION GRANT RECIPIENTS.—

''(A) IN GENERAL.—In order to receive an expansion grant under this subsection, an eligible entity shall, as of the date of application under this subsection, operate 1 or more—

''(i) full-service community schools supported under subsection (c) or (e); or

''(ii) full-service community schools supported under another source of funding.

''(B) SPECIAL RULE.—For purposes of subparagraph (A)(ii), the Secretary may deem a school to be a full-service community school if the school provides integrated student supports in a manner that is, as determined by the Secretary, sufficiently similar to a full-service community school supported under subsection (c).

''(2) APPLICATIONS.—An eligible entity that desires an expansion grant under this subsection shall submit an application to the Secretary for each eligible school proposed to be served. The application shall include the following:

"(A) A needs and assets assessment for the eligible school.

"(B) Information about the school that includes—

"(i) student demographic, academic opportunity and achievement, and school climate data—

"(I) disaggregated by major demographic groups, including—

"(aa) student subgroups (as defined under section 1111(c)(2)), students experiencing homelessness, and children or youth in foster care; and

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

"(II) including the number of students who are children with disabilities;

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

''(iii) a description of the need for, and access to, expanded and enriched learning time and opportunities;

''(iv) school funding information, including Federal, State, Tribal, local, and private education funding, and per-pupil spending, based on actual salaries of personnel assigned to the eligible school;

''(v) information on the number, qualifications, experience, and stability of school staff, including the number and percentage of fully certified teachers, disaggregated by race and ethnicity, and rates of teacher turnover;

''(vi) active family and community engagement information, including—

''(I) family and community needs based on surveys, information from public meetings, or information gathered by other means;

''(II) efforts to provide culturally and linguistically inclusive communication between schools and families; and

''(III) need for and access to family and community engagement activities;

''(vii) collaborative leadership and practices, including a description of the eligible school's community-wide leadership team, school-based leadership teams, educator learning communities, and common planning time for educators;

''(viii) opportunities for partnerships with entities that can partner with the eligible school to establish or strengthen a community-wide leadership structure; and

''(ix) community climate indicators, including housing instability, unemployment, poverty, availability of jobs that offer a living wage, health indicators, youth employment, access to parks, environmental hazards, crime, and gang activity.

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

''(i) how the community school coordinator and, as applicable, community school initiative director, and community-wide

leadership team will be expected to fulfill their responsibilities;

''(ii) the collaborative leadership and practices structures and strategies to be used;

''(iii) the integrated student supports or services provided by partner entities, expanded and enriched learning time and opportunities, and active family and community engagement activities that will be tailored to the needs and assets assessment and provided in accordance with this subsection;

''(iv) how the eligible school will provide culturally and linguistically inclusive communication between schools and families;

''(v) how the eligible school will establish and maintain partnerships—

''(I) to implement and sustain the full-service community school plan; and

''(II) that will participate in a community-wide leadership structure;

"(vi) how activities chosen will reinforce, and not duplicate, existing programs and activities at the eligible school as of the date of application; and

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

"(D) A data-sharing agreement between the local educational agency and partner entities and services that ensure the sharing of relevant real-time student data to determine the provision of services and assess program progress and quality.

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

"(F) An assurance that any full-service community school opened with the use of grant funds will hold leadership team meetings that are open to the public, and that records related to finances, personnel, and other decision-

making processes for those schools are made available for public review.

''(3) USES OF FUNDS.—An eligible entity receiving an expansion grant under this subsection shall use grant funds to—

''(A) carry out projects that propose to deepen and expand the eligible entity's investment in full-service community schools, in a manner that includes partners, such as—

''(i) students, families, educators, principals, and other school leaders of identified eligible schools;

''(ii) service providers, including potential service providers, and system-level partners, such as government agencies, Indian Tribes, Tribal organizations, Native Hawaiian organizations, relevant labor organizations, and nonprofit and other community-based partners; and

''(iii) community members, such as residents, community led councils, local businesses, stakeholders, early childhood education providers, hospitals or clinics, community organizations, and local nonprofit organizations; and

''(B) scale up or expand a full-service community school described in paragraph (1) that the eligible entity is operating as of the date of application, including by—

''(i) funding a community school coordinator to work at the proposed eligible school or for the eligible entity;

''(ii) funding an initiative-level community school coordinator to support all existing full-service community schools described in paragraph (1), and new full-service community schools, supported by the eligible entity;

''(iii) creating or strengthening a community-wide leadership team that, with respect to all full-service community schools supported by the eligible entity, provides—

''(I) a results-based vision for the full-service community schools;

''(II) data and evaluation;

''(III) finance and resource development;

''(IV) alignment and integration of the goals of the full-service community schools with the pillars of com-

munity schools, and implementation of those goals;

''(V) supportive policy and practices;

''(VI) professional development for staff and technical assistance;

''(VII) broad community engagement;

''(VIII) meetings that are open to the public, and records related to finances, personnel, and other decision-making processes that are made available for public review; and

''(IX) supporting overlapping needs of existing full-service community schools described in paragraph (1);

''(iv) identifying an intermediary entity (which can be the local educational agency or another local government agency or a combination of these agencies in partnership with a nonprofit organization) to provide planning, coordination, and management of the full-service community school initiative supported under the grant,

in consultation with the community-wide leadership team and full-service community school sites;

''(v) creating an internal process to replicate the existing full-service community schools described in paragraph (1) in other eligible schools;

''(vi) conducting a needs and assets assessment and crafting a full-service community school plan for each eligible school to be served by the grant, led by the community school coordinator;

''(vii) providing resources for additional full-service community schools, which shall serve members of the community without discrimination based on race, color, religion, sex (including sexual orientation and gender identity), age, or disability;

''(viii) carrying out any activity described in subsection (b)(2) in order to establish new full-service community schools;

''(ix) carrying out any activity described in subparagraph (D), (E), (F), (G), or (H) of subsection (c)(4) at an ex-

isting full-service community school described in paragraph (1); or

''(x) funding an evaluation of activities supported by the grant under this section by—

''(I) regularly tracking full-service community school data;

''(II) supporting full-service community schools in collecting data for analysis, evaluation, and continuous improvement; or

''(III) carrying out an evaluation of the effects of each existing full-service community school described in paragraph (1) that is supported under this section and an evaluation of the cumulative effects of all full-service community schools.

''(4) EXPANSION GRANT REPORT.—At the end of the grant period, an eligible entity that received a grant under this subsection shall prepare and complete a report, designed by the Secretary, that—

''(A) details the impact of the full-service community school program on student opportu-

nities and outcomes, including academic achievement;

"(B) demonstrates district-wide collaboration for the full-service community schools;

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

"(D) describes—

"(i) the integrated student supports, expanded and enriched learning time and opportunities, and family and community engagement activities offered through the grant; and

"(ii) the collaborative leadership and practice structures in place at both the school and community levels; and

"(E) identifies any cost savings from greater coordination between full-service community schools and partner organizations in providing services through the full-service community school program supported under this subsection, including any—

''(i) integration of grant funds with funding from community partners and existing funding streams as of the day before the receipt of the grant under this subsection; and

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

''(e) RENEWAL.—

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

''(A) has satisfactorily completed an implementation or expansion grant under subsection (c) or (d), respectively;

''(B) applies for a renewal under this subsection; and

''(C) details academic and whole-child outcomes for all students and each subgroup of students, as defined in section 1111(c)(2), in the eligible schools assisted under the grant that aligns with the results framework of the eligible entity, which may include information on

school readiness, mental and physical health, academic achievement, high school graduation rates, postsecondary education acceptance and matriculation, reduced racial and economic opportunity and achievement gaps, school climate, and school attendance.

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

''(A) use the grant funds provided for activities described in subsection (c)(4), in the case of a renewed implementation grant, or subsection (d)(3), in the case of a renewed expansion grant; and

''(B) be subject to all requirements, including reporting requirements, under subsection (c) or (d), as applicable.

''(f) STATE GRANTS.—

''(1) IN GENERAL.—A State receiving a grant under this subsection shall use the grant for the planning, implementation, and expansion of full-service community schools in the State, in accordance with paragraph (3).

''(2) APPLICATIONS.—A State desiring a grant under this subsection shall submit an application to the Secretary at such time, in such manner, and

containing such information as the Secretary may require, including the following:

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

"(B) A plan for creating a State liaison position who will—

"(i) oversee the implementation of funds under this grant; and

"(ii) support and coordinate full-service community school efforts in the State educational agency.

"(C) A description of the full-service community schools in the State, as of the date of application.

"(D) A description of the State's initial goals for the grant.

"(E) An assurance that the State will use—

"(i) not more than 5 percent of the grant funds awarded under this subsection for the administration costs of the grant; and

"(ii) not less than 95 percent of such funds to directly benefit local educational agencies or public elementary schools or secondary schools, through supporting professional development, providing direct support or technical assistance, or awarding subgrants to local educational agencies under paragraph (4)(B).

"(F) An assurance that any grant funds awarded will benefit members of the community served without discrimination based on race, color, religion, gender (including sexual orientation and gender identity), age, or disability.

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

"(3) REQUIRED ACTIVITIES.—A State educational agency receiving a grant under this subsection shall—

"(A) provide subgrants to local educational agencies in accordance with subsection (c) or

(d) to start new full-service community schools or sustain existing full-service community schools as of the date of receiving funds for the subgrant, and distribute such subgrants in a manner that ensures that Federal resources are going to students who need those resources;

''(B) establish goals for increasing State spending on student supports consistent with the pillars of community schools, using a results framework established by the State;

''(C) establish a State-level steering committee in accordance with paragraph (4);

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

''(E) establish goals on the implementation and expansion of full-service community schools throughout the State;

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

''(G) develop a plan to include full-service community schools in the State plans under

section 1111 and for long-term State support of full-service community schools;

''(H) work with State legislatures to support full-service community schools in State planning and budgeting; and

''(I) work with local educational agencies and technical assistance providers to provide evidence-based technical assistance specifically for the implementation of full-service community schools to local educational agencies or schools.

''(4) STEERING COMMITTEE.—

''(A) IN GENERAL.—Each State educational agency receiving a grant under this subsection shall establish a State-level steering committee (which may be a previously existing team) that represents relevant full-service community schools stakeholders and service providers participating in the full-service community schools model, which may include—

''(i) students, families, educators, principals, and other school leaders of identified eligible schools;

''(ii) service providers, including potential service providers, and system-level

partners, such as government agencies, Indian Tribes, Tribal organizations, Native Hawaiian organizations, relevant labor organizations, and nonprofit and other community-based partners; and

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

"(B) COMPOSITION.—The steering committee shall include not less than 10 members and shall be chaired by a full-service community school stakeholder, or co-chaired by a full-service community school stakeholder and a representative of the State educational agency.

"(C) AUTHORITY.—The State educational agency receiving a grant under this subsection may give the steering committee authority to make decisions about the design, implementation, and evaluation of State efforts relating to grants under this subsection.

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

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

''(5) PERMISSIBLE ACTIVITIES.—A State educational agency may use funds provided under a grant under this subsection to—

''(A) work with institutions of higher education to provide technical assistance and support for developing and sustaining full-service community school initiatives across the State, which may include research partnerships and programs related to career and technical education;

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

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

''(D) provide strategic planning support for local educational agencies and schools;

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

"(F) work with schools and local educational agencies to develop and implement restorative practice principles and provide resources and professional development to promote culturally competent pedagogy and practices;

"(G) work with local educational agencies, and partner organizations who are interested in working with local educational agencies to adopt or expand full-service community schools in the State, on the planning and sustainability of the State full-service community school program;

"(H) work with local educational agencies on how to coordinate with counties, cities, and other units of local government to coordinate supports to provide resources for full-service community schools, including resources for career and technical education;

"(I) provide guidance to public health and other healthcare organizations interested in supporting school-based efforts and help connect such organizations with local educational agencies working on full-service community school efforts; or

''(J) work with local educational agencies to—

''(i) support and expand full-service community schools for local educational agencies that make a commitment to sustain activities supported by a grant under this section beyond 2 years after the term of the grant; and

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

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

''(7) STATE GRANT EVALUATION AND REPORT.—At the end of the grant period for a grant under this subsection (including any continuation grant awarded under paragraph (5)), each eligible State shall undergo an evaluation designed by the

Secretary. The evaluation shall include, at a minimum, each of the following:

"(A) The data described in subsection (d)(2)(B)(i)—

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

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

"(B) The information described in subsection (d)(2)(B)(ii) for the State.

"(C) The information described in subsection (d)(2)(B)(iii).

"(D) An evaluation of full-service community schools in the State, as compared to those schools before they became full-service community schools or as compared to similar schools in the State, including the following data disaggregated by subgroups of students, as defined in section 1111(c)(2):

"(i) An analysis of the progress on meeting the goals described in paragraph (3)(B).

"(ii) Student chronic absenteeism rates.

''(iii) Student discipline rates, including suspensions and expulsions.

''(iv) School climate information, which may come from student, parent, or teacher surveys.

''(v) School provision of integrated student supports and community services.

''(vi) Expanded and enriched learning time and opportunities.

''(vii) Family and community engagement efforts and impact.

''(viii) Information on the number, qualifications, and retention of school staff, including the number and percentage of fully certified teachers, disaggregated by race and ethnicity, and rates of teacher turnover.

''(ix) Graduation rates.

''(x) Changes in school spending information.

''(xi) Collaborative leadership and practice strategies, which may include—

''(I) building the capacity of educators, principals, other school leaders, and other staff to lead collabo-

rative school improvement structures, such as professional learning communities;

"(II) regularly convening or engaging stakeholders and service providers participating in the full-service community schools model, such as—

"(aa) students, families, educators, principals, and other school leaders of identified eligible schools;

"(bb) service providers, including potential service providers, and system-level partners, such as government agencies, Indian Tribes, Tribal organizations, Native Hawaiian organizations, relevant labor organizations, and nonprofit and other community-based partners; and

"(cc) community members, such as residents, community led councils, local businesses, stakeholders, early childhood education providers, hospitals or clinics,

community organizations, and local nonprofit organizations;

''(III) regularly assessing program quality and progress through individual student data, participant feedback, and aggregate outcomes to develop strategies for improvement; and

''(IV) organizing school personnel and community partners into working teams focused on specific issues identified in the needs and assets assessment.

''(g) BUREAU OF INDIAN EDUCATION AND TRIBALLY-CONTROLLED FULL-SERVICE COMMUNITY SCHOOLS PROGRAM.—

''(1) IN GENERAL.—The Secretary, in coordination with the Secretary of the Interior, and in consultation with Indian Tribes, shall—

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

''(B) award planning and capacity building, implementation, expansion and renewal grants to elementary and secondary Bureau-funded schools described in subparagraphs (B) and (C) of section 1141(3) of the Education Amendments of 1978 (25 U.S.C. 2021(3)).

''(2) SPECIAL RULE.—The Secretary, in consultation with the Secretary of the Interior and Indian Tribes, may waive any requirement under this section or prescribe an alternative or substantially similar requirement if the Secretary finds that the waiver or alternative requirement is necessary for the effective delivery and administration of activities under this section.

''(h) REPORT TO CONGRESS.—

''(1) IN GENERAL.—Not later than 5 years after the date of enactment of the Transforming Education for the Future Act, the Secretary shall prepare and submit to Congress a report on the impact of the full-service community school program supported under this section.

''(2) PUBLIC AVAILABILITY.—The report required under paragraph (1) shall be made publicly available via the Department's website and shall in-

clude data presented in such a manner as to be easily searchable.

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

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

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

''(C) if applicable, recommendations on how to better equip the grant program to meet the needs of students, particularly as needed to assist local educational agencies with the highest poverty levels.

''(i) TECHNICAL ASSISTANCE.—

''(1) ASSISTANCE AND SUPPORT.—From amounts made available under subsection (a)(1)(C), the Secretary shall make technical assistance and support available to grant recipients under this section. Such support may consist of—

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

''(B) full-service community school site visits based on need and scope of the grants provided under this section; and

''(C) implementing strategies in the following key areas:

''(i) Leveraging and coordinating the resources of other Federal, State, Indian Tribe, Tribal organizations, Native Hawaiian organizations, and local systems, including systems that address healthcare or early childhood education and other Federal programs, such as the Promise Neighborhoods program under section 4624 and the 21st Century Community Learning Centers program under part B of this title, and assisting the efforts of local educational agencies to secure such funding.

''(ii) Addressing data-sharing challenges due to the requirements under section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the 'Family Educational Rights and Privacy Act of 1974') and the Health Insurance Portability and Accountability Act of 1996 (Public Law 104–191)

by assisting with the implementation of waiver or nondisclosure agreement strategies that allow community partners to access data.

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

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

''(v) Establishing a national steering committee—

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

with full-service community school expertise, and other relevant stakeholders;

''(II) to determine standards for technical assistance for State educational agencies, local educational agencies, and school sites; and

''(III) to support the development of tools for implementing full-service community schools for grantees under this section.

''(vi) Informing States, Indian Tribes, Tribal organizations, Native Hawaiian organizations, elementary and secondary Bureau-funded schools (as described in subparagraphs (B) and (C) of section 1141(3) of the Education Amendments of 1978), and local educational agencies of the availability of grants under this section, and providing technical assistance to entities in applying for such grants.

''(vii) Informing State and local educational agencies of other sources of funding for full-service community schools, including funding under part A of title I,

school improvement grants under section 1003, 21st century community learning center grants under part B of this title, and any other Federal grants or sources of funding.

''(viii) Facilitating effective coordination among State agencies in the deployment of resources and services such as health, nutrition, and other supports.

''(2) TECHNICAL ASSISTANCE CENTER.—

''(A) IN GENERAL.—From amounts made available to carry out this subsection, the Secretary may establish a technical assistance center to provide technical assistance to full-service community schools, eligible entities, and States under this section.

''(B) REQUIREMENTS.—The technical assistance center shall be overseen and designed by the national steering committee described in paragraph (1)(C)(v) and may include representatives from the State steering committees described in subsection (f)(3)(C).''.

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

(1) in subsection (a)—

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

(B) by striking paragraph (1) and inserting the following:

"(1) PROMISE NEIGHBORHOODS.—The Secretary shall use not less than 95 percent of the amounts made available under section 4601(b)(2)(B) to award grants, on a competitive basis and subject to subsection (e), to eligible entities for the implementation of a comprehensive, effective continuum of coordinated services that meets the purpose described in section 4621(1) by carrying out activities in neighborhoods—

"(A) that have—

"(i) high concentrations of low-income individuals; and

"(ii) multiple signs of distress, which may include high rates of poverty, childhood obesity, academic challenges, and juvenile delinquency, adjudication, or incarceration; and

"(B) that may have schools implementing comprehensive support and improvement activi-

ties or targeted support and improvement activities under section 1111(d).

''(2) FULL-SERVICE COMMUNITY SCHOOLS AUTHORIZED.—The Secretary shall use the amounts made available under section 4601(c) to carry out the full-service community school program under section 4625(a).'';

(2) in subsection (b)—

(A) in the subsection heading, by inserting ''OF PROMISE NEIGHBORHOODS GRANTS'' after ''DURATION''; and

(B) by striking ''under this subpart'' and inserting ''under subsection (a)(1)'';

(3) in subsection (c)—

(A) in the subsection heading, by inserting ''FOR PROMISE NEIGHBORHOODS GRANTS'' after ''FUNDING'';

(B) by striking ''under this subpart'' and inserting ''under subsection (a)(1)''; and

(C) by striking ''meeting—'' and all that follows through the period at the end and inserting the following: ''meeting the performance metrics described in section 4624(h).'';

(4) in subsection (d)—

(A) by striking paragraph (2);

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

(C) in paragraph (2), as redesignated by subparagraph (B), by striking ''under this subpart'' each place the term appears and inserting ''under subsection (a)(1)'';

(5) in subsection (e), by inserting ''and amounts provided under section 4601(c)'' after ''subsection (a)''; and

(6) in subsection (f)—

(A) in the subsection heading, by inserting ''PROMISE NEIGHBORHOOD'' before ''GRANTS'';

(B) by striking ''and not fewer than 10 grants for activities described in section 4625''; and

(C) by striking ''the requirements of subsection (a)(2)'' and inserting ''the requirements of subsection (a)(3)''.

## Subpart 8—Reading Excellence and Achievement for Development

### SEC. 10191. DEFINITIONS.

(a) DEFINITIONS.—Section 2221(b) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6641(b)) is amended—

(1) by redesignating paragraph (3) as paragraph (5);

(2) by inserting after paragraph (2) the following:

''(3) ELIGIBLE LOW-PERFORMING STATE.—The term 'eligible low-performing State' means a State that, for the 2 most recent consecutive assessment cycles, ranks within the lowest quintile based on the percentage of students performing at or above the 'basic' achievement level in 4th grade reading, as measured under the National Assessment of Educational Progress carried out under section 303(b)(2) of the National Assessment of Educational Progress Authorization Act.

''(4) HIGH-IMPACT TUTORING.—The term 'high-impact tutoring' means a form of teaching that—

''(A) is conducted 1-on-1 or in small groups;

''(B) is intended to complement core classroom instruction; and

''(C) includes—

''(i) substantial time each week engaged in tutoring with trained personnel;

''(ii) a sustained and strong relationship between the student and tutor;

''(iii) progress monitoring of student knowledge and skills attainment;

''(iv) an alignment with core classroom instruction; and

''(v) supportive coaching for the tutor to ensure quality interactions.''; and

(3) by adding at the end the following:

''(6) SCIENCE OF READING.—The term 'science of reading' means an interdisciplinary body of research from cognitive science, neuroscience, and education regarding the development of reading and writing proficiency, including research that—

''(A) demonstrates the explicit, systematic use of the essential components of phonemic awareness, phonic decoding, fluency, language structure, oral language, vocabulary, background knowledge, and literacy knowledge, which together lead to strong comprehension; and

''(B) recognizes the connection of reading and writing and the importance of strong writing instruction.

''(7) UNIVERSAL EARLY LITERACY SCREENING.—The term 'universal early literacy screening' means the systematic and periodic evidence-based assessment of all students' foundational reading skills, including phonological and phonemic awareness, phonics, fluency, vocabulary, and comprehension, as developmentally appropriate, to identify those at risk for reading difficulties and to provide timely, evidence-based interventions.''.

(b) AMENDMENT TO COMPREHENSIVE LITERACY INSTRUCTION DEFINITION.—Section 2221(b)(1) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6641(b)(1)) is amended—

(1) in subparagraph (K), by striking ''and'' after the semicolon;

(2) in subparagraph (L), by striking the period at the end and inserting a semicolon; and

(3) by adding at the end the following:

''(M) excludes three-cueing models or related instructional approaches that primarily—

''(i) use meaning drawn from context, pictures, or syntax as the primary basis for teaching word recognition (commonly referred to as 'meaning, structure and syntax, and visual cues' or 'MSV'); or

''(ii) teach visual memory as the primary basis for word recognition; and

''(N) uses effective language instruction to support literacy and oral language development, particularly for English learners and children with disabilities.''.

**SEC. 10192. REAUTHORIZATION OF THE COMPREHENSIVE LITERACY STATE DEVELOPMENT GRANTS PROGRAM.**

Section 2222 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6642) is amended—

(1) by striking subsection (a) and inserting the following:

''(a) GRANTS AUTHORIZED.—From the amounts reserved by the Secretary under section 2201(2) and not reserved under subsection (b), the Secretary shall—

''(1) award grants, on a competitive basis, to State educational agencies to enable the State educational agencies to—

''(A) provide subgrants to eligible entities serving a diversity of geographic areas, giving priority to entities serving greater numbers or percentages of children from low-income families;

''(B) develop or enhance comprehensive literacy instruction plans that ensure high-quality instruction and effective strategies in reading and writing for children from early childhood education through grade 12, including English learners and children with disabilities; and

''(C) implement statewide policies and systems of support to assist local educational agencies and teacher preparation programs in improving literacy instruction and outcomes; and

''(2) award grants to all eligible low-performing States that submit applications, pursuant to the absolute priority provided under subsection (e)(2).'';

(2) by striking subsection (b) and inserting the following:

''(b) RESERVATION.—From the amounts reserved to carry out this subpart for a fiscal year, the Secretary shall reserve—

''(1) not more than a total of 5 percent for national activities, which—

''(A) shall include an evaluation—

''(i) that meets the requirements of section 2225; and

''(ii) that may not be canceled or deferred, unless the entity contracted by the

Director of the Institute of Education Sciences to conduct the evaluation violates the terms of the contract, has been given written justification for the contract's termination, and has been provided an opportunity to appeal the termination within 30 days of receiving the notice of termination; and

''(B) shall include technical assistance, training, data collection, and reporting, which may include support for the regional educational laboratories (described in section 174 of the Education Sciences Reform Act of 2002) and comprehensive centers (established pursuant to section 203 of the Educational Technical Assistance Act of 2002) to support literacy research and technical assistance;

''(2) sufficient funds to provide grant awards to all eligible low-performing States, pursuant to the absolute priority provided under subsection (e)(2);

''(3) one half of 1 percent for the Secretary of the Interior to carry out a program described in this subpart at schools operated or funded by the Bureau of Indian Education; and

''(4) one half of 1 percent for the outlying areas to carry out a program under this subpart.'';

(3) in subsection (c), by striking ''5 years'' and inserting ''4 years'';

(4) in subsection (d)(2)—

(A) by striking subparagraph (B) and inserting the following:

''(B) A description of how the State educational agency, in collaboration with the State literacy team, if applicable, will develop a State comprehensive literacy instruction plan or will revise and update an already existing State comprehensive literacy instruction plan, including how the State will—

''(i) implement universal early literacy screenings and intervention services for students at risk of falling behind in becoming proficient in reading by third grade, which may include high-impact tutoring and summer learning programs;

''(ii) increase access for educators to high-quality instructional materials aligned with the science of reading;

''(iii) deliver professional development and instructional coaching for educators,

with the input of educators, in high-needs schools with the lowest literacy outcomes;

''(iv) evaluate teacher preparation programs to assess alignment with the science of reading; and

''(v) meaningfully engage educators from across the State to provide early and ongoing input on how to effectively support educators in improving instructional practice and educational outcomes.''; and

(B) by striking subparagraphs (D) and (E) and inserting the following:

''(D) A description of how the State educational agency will use implementation grant funds described in subsection (f)(1) for comprehensive literacy instruction programs as follows:

''(i) Not less than 15 percent of such grant funds shall be used for State and local programs and activities pertaining to children from birth through kindergarten entry.

''(ii) Not less than 40 percent of such grant funds shall be used for State and local programs and activities, allocated eq-

uitably among the grades of kindergarten through grade 5.

''(iii) Not less than 40 percent of such grant funds shall be used for State and local programs and activities, allocated equitably among grades 6 through 12.

''(E) An assurance that the State educational agency will collaborate with the State agency responsible for administering early childhood education programs and the State agency responsible for administering child care programs in the State in improving early literacy opportunities for children and early childhood educators.

''(F) An assurance that the State educational agency will require each local educational agency in the State to provide sufficient and timely notification to a parent of a student served by such local educational agency who is identified as at risk of reading difficulties or performing below grade level in reading. Such notification shall—

''(i) include the results of the assessment or screening;

''(ii) include the strategies that will be provided to the student to help reach proficiency in grade-level literacy standards;

''(iii) include strategies to parents to support learning at home; and

''(iv) be provided in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand.'';

(5) by striking subsection (e) and inserting the following:

''(e) PRIORITY.—

''(1) COMPETITIVE PRIORITY.—In awarding grants under this section, the Secretary shall give competitive priority—

''(A) to State educational agencies that will use the grant funds for evidence-based activities, defined for the purpose of this subsection as activities meeting the requirements of section 8101(21), except that subclause (III) of subparagraph (A)(i) of such section shall not apply;

''(B) to States that demonstrate, based on the needs assessment described in subsection (d)(2)(A), that the State has not yet imple-

mented, on a statewide basis, a comprehensive approach to the required activities described in subsection (f)(1)(A); and

''(C) to States that experienced a significant decline in biennial State academic assessment outcomes of 4th and 8th grade reading under the National Assessment of Educational Progress carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization.

''(2) ABSOLUTE PRIORITY.—

''(A) IN GENERAL.—In awarding grants under this section, the Secretary shall give absolute priority to eligible low-performing States that satisfy the application requirements described in subsection (d).

''(B) IDENTIFICATION OF ELIGIBLE LOW-PERFORMING STATES.—Before announcing a grant competition under this section, the Secretary shall identify and notify any State that qualifies as an eligible low-performing State.

''(C) CLARIFICATION ON MEETING SAME REQUIREMENTS.—An eligible low-performing State that receives a grant under this section shall meet the same requirements as a State

awarded a grant under this section on a competitive basis.'';

(6) by striking subsection (f) and inserting the following:

''(f) STATE ACTIVITIES.—

''(1) IN GENERAL.—Each State that receives a grant under this section shall use grant funds not allocated under paragraph (2) to carry out each of the following:

''(A) Ensure pre-service training and in-service training are aligned between them and with the science of reading and designed, in collaboration with teachers and institutions of higher education, to support teachers in understanding the evidence base on how students learn to read and in using evidence-based instructional materials and practices in their classrooms, which may include—

''(i) creating statewide and regional literacy coaching networks;

''(ii) evaluating teacher preparation programs to strengthen coursework and training in the science of reading;

"(iii) evaluating State licensure or certification standards to reflect the science of reading; and

"(iv) providing pre-service and in-service training for educators on evidence-based screening, assessment, and progress monitoring and instruction for students with or at risk of dyslexia or other reading difficulties.

"(B) Implement evidence-based interventions aligned with the science of reading and designed to prepare students for success with grade-level work in their core classes, which may include high-impact tutoring and summer learning programs.

"(C) Provide universal early literacy screening at least once before the third grade, with more regular literacy screenings encouraged as a tool to help identify reading difficulties or dyslexia early, and ensure support is provided to struggling readers.

"(D) Develop, incentivize, and support the adoption and implementation of recommended high-quality instructional materials aligned with the science of reading.

''(E) Convene and solicit input from educators as collaborative, expert partners to advise on improving pre-service training, in-service training, and identify other supports that they may need to successfully implement the science of reading in classrooms.

''(F) Develop policies and procedures, including a parental notification template or other materials for optional use by local educational agencies, to support such local educational agencies in providing sufficient and timely notification, as required under subsection (d)(2)(F), to a parent of a student who is identified as at risk of reading difficulties or performing below grade level in reading.

''(2) SUBGRANTS.—Each State that receives a grant under this section shall allocate not less than 75 percent of the grant funds to award subgrants to eligible entities to enable the eligible entities to carry out activities to improve literacy, such as—

''(A) strengthening literacy instruction aligned to the science of reading in early childhood education programs or elementary schools and secondary schools, including through in-service training for educators;

"(B) employing and training literacy instructional coaches and interventionists;

"(C) purchasing and adopting high-quality instructional materials aligned with the science of reading;

"(D) conducting universal early literacy screenings to help identify reading difficulties or dyslexia early;

"(E) providing direct services to students, which may include high-impact tutoring and summer learning programs, designed to help students reach proficiency in grade-level literacy standards;

"(F) supporting a child's learning at home through family literacy services and parents and family engagement initiatives that provide parents with actionable strategies aligned with the science of reading;

"(G) supporting evidence-based bilingual literacy instruction, including biliteracy development aligned with the science of reading;

"(H) convening and soliciting early and ongoing input from educators as collaborative, expert partners to advise on improving in-service training and identify other supports that

they may need to successfully implement the science of reading in classrooms; and

''(I) supporting principals and other school leaders to have the necessary understanding of the science of reading to coordinate schoolwide activities and leverage the expertise of teachers, literacy instructional coaches and interventionists, paraprofessionals, school librarians, special education teachers, and other appropriate school-based staff in serving students.

''(3) TEACHER PREPARATION REQUIREMENTS.—

''(A) ALIGNMENT WITH THE SCIENCE OF READING.—Except as provided in subparagraph (B), each State that receives a grant under this section shall complete and publish, not later than 3 years after the date of receipt of the grant funds, a review of all teacher preparation programs in the State to assess alignment with the science of reading and make recommendations to programs, as appropriate, for better aligning course offerings to the science of reading.

''(B) EXEMPTION.—A State that demonstrates that a review described in subpara-

graph (A) has recently and similarly been completed and published by the State is not required to use grant funds received under this section to complete and publish an additional review.

''(g) REPORTING REQUIREMENTS.—

''(1) ANNUAL REPORT.—Each State that receives a grant under this section shall submit a public report to the Secretary on an annual basis and publish such report in a clear and easily accessible format on the website of the State. Such report shall contain, at a minimum and at the statewide and local educational agency level (in accordance with paragraph (3)) the following information:

''(A) The number and percent of students receiving screenings and interventions for reading difficulties, disaggregated by grade level and disaggregated by each of the subgroups of students, as defined in section 1111(c)(2).

''(B) The number and percent of pre-service and in-service teachers receiving professional development and coaching related to the science of reading.

''(C) The number of local educational agencies using high-quality instructional mate-

rials aligned with the science of reading as recommended by the State.

''(2) SECRETARY'S REPORT.—

''(A) IN GENERAL.—Not later than 1 year after receiving the reports described in paragraph (1), and every 2 years thereafter, the Secretary shall submit a report to the Committee on Health, Education, Labor, and Pensions of the Senate and the Committee on Education and Workforce of the House of Representatives that includes a summary of the reports submitted by States.

''(B) PUBLIC AVAILABILITY.—The Secretary shall make the reports described in subparagraph (A) publicly available in a clear and easily accessible format on the website of the Department of Education.

''(3) DATA PRIVACY.—

''(A) PERSONALLY IDENTIFIABLE DATA LIMITATION.—A State shall not include any personally identifiable information in a report submitted under paragraph (1).

''(B) DISAGGREGATION OF DATA.—Disaggregation of data shall not be required under this subsection when the number is insuf-

ficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual.

''(h) SUPPLEMENT NOT SUPPLANT.—Funds made available to a State through a grant awarded under this section shall be used only to supplement and not supplant, any State, local, or non-Federal funds that would otherwise be used to carry out literacy instruction, teacher preparation, or interventions.''.

**SEC. 10193. GENERAL PROVISIONS.**

(a) APPLICABILITY.—This subpart and the amendments made by this subpart shall apply with respect to funds awarded under the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 note et seq.) on or after the date of enactment of this Act.

(b) SECRETARIAL PROHIBITION.—Section 2302 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6692) is amended by adding at the end the following:

''(c) LIMITATIONS ON SECRETARIAL AUTHORITY.—In carrying out subpart 2 of part B of this title, the Secretary shall not issue any regulation—

''(1) regarding the definition of the science of reading and comprehensive literacy instruction; or

''(2) that would directly or indirectly mandate, direct, or control a State, local educational agency, or school's specific instructional content, academic standards and assessments, curricula, or program of instruction.''.

(c) RULES OF CONSTRUCTION.—Nothing in this subpart or the amendments made by this subpart shall be construed to—

(1) limit or alter the rights, protections, and individualized educational requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794), or the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.); or

(2) authorize any officer or employee of the Federal Government to mandate, direct, or control a State, local educational agency, or school's specific instructional content, academic standards and assessments, curricula, or program of instruction.

**SEC. 10194. RESEARCH AND DEVELOPMENT.**

Section 2225 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6645) is amended by adding at the end the following:

"(c) RESEARCH AND DEVELOPMENT.—The Director of the Institute of Education Sciences shall—

"(1) sponsor basic and applied research to improve comprehensive literacy instruction and improve students' academic outcomes, such as on—

"(A) the relationship between reading books rather than passages in building reading stamina, the relationship between writing instruction and reading comprehension, optimal amounts of time for different aspects of reading and writing instruction in the average classroom, the essential components of effective reading curricula, the relationship between teacher preparation, professional development, and effective reading and writing instruction, and out-of-school factors that impact reading proficiency, including oral language development; and

"(B) the decreases in cognitive capabilities and attention spans amongst children and youth, including the relationship between screentime, social media, and addictive technology features; and

"(2) conduct initiatives or activities that promote engagement, the synthesis of education re-

search on the topics described in paragraph (1), the development of related evidence-based practices, and the wide dissemination of such findings—

''(A) in a manner that is responsive to the educational challenges facing students, families, practitioners, and education system leaders; and

''(B) that can provide the basis for improving academic instruction and lifelong learning.''.

**SEC. 10195. NAEP REPORTING.**

Section 2225 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6645), as amended by section 5, is further amended by adding at the end the following:

''(d) NAEP REPORTING TO STATES.—

''(1) IN GENERAL.—Not later than 5 days after the date described in paragraph (2), the Director of the Institute of Education Sciences, acting through the Commissioner for Education Statistics, shall make available to the public and submit a public report to each State (including, to the greatest extent practicable, the Governor, the State educational agency, and State legislators) a report that contains easily accessible information on each of the following:

''(A) The academic outcomes of students in the State.

''(B) The State's ranking compared to other States based on proficiency levels of each academic assessment conducted.

''(C) The State's ranking compared to other States on the following basis, to the greatest extent practicable:

''(i) Proficiency levels adjusted for poverty or similar demographics.

''(ii) Magnitude of achievement gaps, including between subgroups of students and gaps between the highest and lowest performing students in the State.

''(iii) Percentage of students at below basic achievement levels.

''(D) Relevant trend or longitudinal data, such as whether the State's outcomes are increasing, decreasing, or stagnant, or whether cohorts of students demonstrate any significant achievement trends.

''(2) DATE.—The date described in this paragraph is the date that the Commissioner for Education Statistics releases the results of the biennial State academic assessments in reading and mathe-

matics in grades 4 and 8 of the National Assessment of Educational Progress carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act.''.

## PART B—HIGH-QUALITY ASSESSMENTS AND ACCOUNTABILITY

### Subpart 1—Promoting Innovative and Holistic Assessment Models

#### SEC. 10211. AUTHORIZATION OF APPROPRIATIONS.

Section 1002(b) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6302(b)) is amended by striking ''$378,000,000 for each of fiscal years 2017 through 2020'' and inserting ''$469,000,000 for each of fiscal years 2027 through 2031''.

#### SEC. 10212. HOLISTIC ASSESSMENT IN THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS.

Section 303(b)(2)(D) of the Education Sciences Reform Act of 2002 (20 U.S.C. 9622(b)(2)(D)) is amended—

(1) by striking ''to the extent time and resources allow, and after the requirements described in subparagraph (B) are implemented and the requirements described in subparagraph (C) are met,'';

(2) by inserting ''in public and private elementary schools and secondary schools at least once every 3 years,'' after ''academic achievement''; and

(3) by striking ''in public and private elementary schools and secondary schools in regularly scheduled intervals''.

**SEC. 10213. ESTABLISHING A TASKFORCE TO EVALUATE TESTING PRACTICES AND TO PROMOTE QUALITY TEACHING.**

(a) ESTABLISHMENT.—There is established within the National Center for Education Research a taskforce to be known as the ''Taskforce to Evaluate Testing Practices and Promote Quality Teaching'' (in this section referred to as the ''Taskforce'').

(b) DUTIES.—The duties of the Taskforce shall be to—

(1) identify—

(A) the effect standardized test practices have on student wellness, learning, and postsecondary education success;

(B) opportunities to promote in elementary schools and secondary schools performance-based assessment systems that are developmentally appropriate, promote experiential and project-based learning, and build technological

literacy skills, and maintain consistent, rigorous expectations;

(C) potential metrics of educational quality and equity that do not rely on standardized assessments, including opportunity-to-learn data; and

(D) barriers that prevent elementary and secondary schools from establishing innovative assessment systems; and

(2) make recommendations to address such barriers.

(c) MEMBERSHIP.—

(1) IN GENERAL.—Not later than 1 year after the date of the enactment of this Act, the Commissioner for Education Research shall appoint to the Taskforce not fewer than 5, and not more than 10, members.

(2) INCLUSION OF EDUCATIONAL ASSESSMENT EXPERTS.—At least 1 member appointed under paragraph (1) shall be an individual with expertise in education assessment systems, including performance-based assessments.

(3) TERMS.—Each member shall be appointed for a term of 2 years.

(4) BASIC PAY.—Members shall be paid at a rate equal to the rate of basic pay for level IV of the Executive Schedule.

(5) VACANCIES.—A vacancy in the Taskforce shall be filled by an appointment of a new member by the Director in consultation with—

(A) public elementary school teachers and other educators;

(B) public secondary school teachers and other educators;

(C) public school leaders; and

(D) individuals representing organizations with expertise in education policy.

(d) DIRECTOR OF TASKFORCE.—The Director of the Taskforce shall be appointed by the Commissioner, in consultation with—

(1) public elementary school teachers and other educators;

(2) public secondary school teachers and other educators;

(3) public school leaders;

(4) school-based mental health services providers; and

(5) organizations representing educators, including unions and professional associations.

(e) REPORT REQUIRED.—Not later than 2 years after the date on which the Commissioner completes all appointments to the Taskforce required under subsection (c)(1), the Taskforce shall submit to the Committee on Health, Education, Labor, and Pensions of the Senate and the Committee on Education and Workforce of the House of Representatives a report that includes—

(1) a review, disaggregated by each State, of assessments administered to students in kindergarten through grade 12 that includes—

(A) a description of each summative assessment the State used, including assessments developed pursuant to the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6364);

(B) an estimation of the cost of administering each such assessment, including the value of the contract as well as any hardware, software, and other procurements required to administer the assessment;

(C) an estimation, for each grade, of the test administration time allocated each academic year for such assessments, including time

spent on preparing for such assessments, such as through the use of student practice tests;

(D) an estimation, for each grade, of the classroom instructional time lost each academic year while preparing students for each such assessment; and

(E) a description of how each State is using data from such assessments, including whether such data is used for punitive purposes;

(2) an accounting of Federal, State, and local funds paid to for-profit entities for the purpose of designing, developing, administering, and scoring summative assessments;

(3) a study of the interaction between statewide summative assessment and accountability systems, as implemented as of the date of the beginning of the report required under this subsection, and the quality of teaching and learning, including—

(A) the extent to which statewide summative assessments are aligned to 21st century skill development;

(B) the extent to which such assessment and accountability systems lead to a narrowing of curriculum; and

(C) the effect of such assessment and accountability systems on the quality of instruction and opportunities for deeper learning across a variety of subjects and skills;

(4) a description of barriers that prevent schools from establishing and implementing innovative assessment systems that promote performance-based assessment;

(5) recommendations to overcome such barriers; and

(6) recommendations for innovative assessment systems that—

(A) are created in partnership with teachers and other educators;

(B) empower teachers;

(C) reduce elementary and secondary school reliance upon summative assessment tools from for-profit third-party vendors; and

(D) create a framework for designing a balanced assessment system that supports equitable opportunities for learning and centers students' needs.

(f) EXPIRATION OF TASKFORCE.—The Taskforce shall expire on the date that is 30 days after the date

of the submission of the report required under subsection (d).

**SEC. 10214. PROHIBITION ON USE OF ESEA FUNDS FOR CERTAIN PURPOSES.**

A State receiving funds under the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) may not—

(1) consider the summative assessments required under section 1111(b)(2) of such Act as a sole factor when—

(A) implementing grade-retention policies;

(B) awarding a student a high school diploma; or

(C) evaluating the performance of teachers or administrators; or

(2) establish a rating system for elementary schools, secondary schools, or local educational agencies that serve such elementary schools or secondary schools based exclusively on—

(A) such summative assessment scores of students who attend such elementary schools or secondary schools; or

(B) with respect to secondary schools, the graduation rates of students that attend such secondary schools.

**SEC. 10215. EXPANSION OF THE INNOVATIVE ASSESSMENT DEMONSTRATION AUTHORITY.**

(a) EXPANSION OF AUTHORITY.—Section 1204 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6364) is amended—

(1) in subsection (b)—

(A) in paragraph (2), by striking ''5 years'' and inserting ''7 years''; and

(B) in paragraph (3)—

(i) in the matter preceding subparagraph (A), by striking ''3 years'' and inserting ''5 years''; and

(ii) in subparagraph (A), by striking ''a total number of not more than 7 participating State educational agencies'' and inserting ''a total number of not more than 20 participating State educational agencies'';

(2) in subsection (e)(2)(A)—

(A) in clause (x) by striking ''and'' at the end;

(B) in clause (xi)(II), by striking the period at the end and inserting ''; and''; and

(C) by adding at the end the following:

''(xii) be of equal or greater rigor to the State assessments under section

1111(b)(2) (as determined by the Secretary).'';

(3) in subsection (f)(1)(B)(i)—

(A) by striking ''comparable to the State assessments'' and inserting ''of equal or greater rigor to the State assessments''; and

(B) by inserting ''(as determined by the Secretary)'' before '', valid'';

(4) in subsection (i)(3)—

(A) by striking ''comparable to measures of academic achievement'' and inserting ''of equal or greater rigor to measures of academic achievement''; and

(B) by inserting ''(as determined by the Secretary)'' before ''across the State''; and

(5) in subsection (m)(1)(A)(ii)—

(A) by striking ''comparable with statewide assessments'' and inserting ''of equal or greater rigor to statewide assessments''; and

(B) by inserting ''(as determined by the Secretary)'' before the semicolon at the end.

(b) AUTHORIZATION OF APPROPRIATIONS.—Section 1204(k) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6364(k)) is amended—

(1) by striking ''A State'' and inserting the following:

''(1) IN GENERAL.—A State''; and

(2) by adding at the end the following:

''(2) AUTHORIZATION OF APPROPRIATIONS.—In addition to amounts otherwise made available, there are authorized to be appropriated to carry out this section $100,000,000 for the fiscal year in which the date of the enactment of Transforming Education for the Future Act occurs, and for each of the 4 succeeding fiscal years.''.

**SEC. 10216. PROFESSIONAL DEVELOPMENT ON INNOVATIVE, HIGH-QUALITY TESTING MODELS.**

(a) GRANTS AUTHORIZED.—Not later than 180 days after the date of enactment of this Act, the Secretary shall award, on a competitive basis, grants to eligible entities to carry out the activities described in subsection (d).

(b) APPLICATIONS.—

(1) IN GENERAL.—To be considered for a grant under this section, an eligible entity shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may require.

(2) RESUBMISSION OF APPLICATION.—In a case in which an eligible entity submits an application

under paragraph (1) and is not awarded a grant under this section—

(A) the Secretary shall provide to such eligible entity—

(i) the reasons for denial of such application, including a list of any selection criteria that the eligible entity did not meet; and

(ii) a list of recommended changes to be made by the eligible entity to such application before resubmission in order to meet such selection criteria; and

(B) the eligible entity may resubmit such application in accordance with paragraph (1) not earlier than 1 year after such entity receives the information required under subparagraph (A).

(c) PRIORITY; DIVERSITY OF PROGRAMS.—

(1) PRIORITY.—In awarding grants under this section, the Secretary shall give priority to eligible entities that serve elementary schools or secondary schools that receive funds under part A of title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311 et seq.).

(2) DIVERSITY OF PROGRAMS.—In awarding grants under this section, the Secretary shall ensure that, to the extent practicable, grants are distributed among eligible entities that serve—

(A) geographically diverse areas, including urban, suburban, and rural areas; and

(B) Indian Tribes or Tribal organizations.

(d) GRANT USES.—An eligible entity that receives a grant under this section shall use such funds to—

(1) provide professional development and training for educators to implement innovative assessment systems that provide timely, actionable data on student knowledge and skills; and

(2) develop materials and resources for the implementation of innovative assessment systems.

(e) GRANT PERIOD.—

(1) GRANT PERIOD.—A grant awarded under this section shall be for a period of not more than 5 years.

(2) RENEWAL.—The Secretary may renew a grant awarded under this section for one 3-year period for an eligible entity that demonstrates to the Secretary the success of the program funded under the grant in such manner and containing such information as the Secretary may require.

(f) DEFINITIONS.—In this section:

(1) ELIGIBLE ENTITY.—The term ''eligible entity'' means—

(A) a local educational agency;

(B) a State educational agency; and

(C) a partnership between an entity described in subparagraph (A) or (B) and—

(i) an institution of higher education; or

(ii) a nonprofit organization with expertise relevant to the activities and practices described in subsection (d).

(2) INNOVATIVE ASSESSMENT SYSTEM.—The term ''innovative assessment system'' has the meaning given such term in section 1204 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6364).

(g) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this section $100,000,000 for each of fiscal years 2027 through 2031.

**Subpart 2—State Accountability System Reform**

**SEC. 10221. MINIMUM NUMBER OF STUDENTS.**

Section 1111 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311) is amended—

(1) by amending subsection (c)(3) to read as follows:

''(3) MINIMUM NUMBER OF STUDENTS.—With respect to any provisions under this part that require disaggregation of information by each subgroup of students, the minimum number of students that the State shall include to carry out such requirements shall be 10.'';

(2) by striking subclause (VIII) of section 1111(e)(1)(B)(iii) (and redesignating the succeeding subclauses accordingly); and

(3) by striking subclause (I) of section (h)(1)(C)(i) (and redesignating the succeeding subclauses accordingly).

**SEC. 10222. ACCOUNTABILITY INDICATORS.**

Section 1111(c)(4)(B) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(c)(4)(B)) is amended—

(1) in clause (iii)—

(A) in subclause (I), by striking ''and'' at the end;

(B) in subclause (II), by striking the period at the end and inserting ''; and''; and

(C) by adding at the end the following:

''(III) student access to and completion of advanced coursework.''; and

(2) in clause (v)—

(A) in subclause (I)—

(i) in item (bb), by striking ''and'' at the end;

(ii) by redesignating item (cc) as item (dd); and

(iii) by inserting after item (bb) the following:

''(cc) measures school climate and safety in accordance with subclause (III); and'';

(B) in subclause (II)—

(i) by striking subclause (VII);

(ii) by redesignating subclauses (III) through (VI) as items (aa) through (dd), respectively;

(iii) by redesignating subclause (VIII) as item (ee); and

(iv) in item (cc), as so redesignated, by inserting ''except for as applied to high school students,'' before ''student access''; and

(C) by adding at the end the following:

"(III)(aa) School climate and safety shall be measured through the level of participation (relative to the total population of the school) in representative qualitative research methods, including—

"(AA) focus groups;

"(BB) interviews; and

"(CC) surveys.

"(bb) In carrying out a representative qualitative research method under item (aa), the State shall—

"(AA) include questions on school discipline practices, class sizes, quality and availability of mental health supports, quality and inclusivity of curriculum and instruction, clarity and accessibility of emergency plans, and any other questions as determined by the State;

"(BB) make such methods accessible to English learners, students with disabilities, and students reading below grade

level, based on the most currently available State academic assessment data under subsection (b)(2), as applicable; and

''(CC) ensure such methods are completed by a representative sample of students, educators, and, to the extent practicable, parents.''.

**SEC. 10223. SUPPORT FOR SCHOOLS IDENTIFIED FOR SUPPORT AND IMPROVEMENT.**

(a) SCHOOL IMPROVEMENT.—Section 1003(a)(1) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6303(a)(1)) is amended by striking ''7 percent'' and inserting ''10 percent''.

(b) CONTINUED SUPPORT FOR SCHOOL AND LEA IMPROVEMENT.—Section 1111(d)(3) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(d)(3)) is amended—

(1) by redesignating subparagraphs (A) and (B) as subparagraphs (B) and (C), respectively;

(2) by striking ''State, the State educational agency'' and inserting the following: ''State—

''(A) the Secretary shall—

''(i) beginning on the date of enactment of this subparagraph, and every 3 school years thereafter, conduct audits of how States are using funds received under this part, and resource allocation reviews required under paragraph (3)(A)(ii);

''(ii) submit the results of such audits to Congress; and

''(iii) publish the results of such audits on a publicly available website of the Department;'';

(3) in subparagraph (B), as so redesignated—

(A) by inserting ''the State educational agency'' before ''shall'';

(B) in clause (i)—

(i) in the matter preceding subclause (I), by striking ''establish statewide exit criteria for'' and inserting ''with respect to statewide exit criteria, establish'';

(ii) by redesignating subclause (II) as subclause (III);

(iii) by striking subclause (I) and inserting the following:

''(I) such criteria for when a school is no longer identified by the

State for comprehensive support and improvement under subsection (c)(4)(D)(i) or targeted support and improvement under subsection (c)(4)(C), where such requirements include that such school must improve outcomes, for no less than 2 consecutive years for the lowest-performing subgroups at such school; and

''(II) specific steps that such State educational agency will take to assist schools that do not meaningfully improve student subgroup outcomes within 3 years of entering comprehensive support and improvement under subsection (c)(4)(D)(i) or targeted support and improvement under subsection (c)(4)(C), which may include more rigorous State-determined action, such as the implementation of interventions (which may include addressing school-level operations); and''; and

(iv) in subclause (III), as so redesignated, by inserting ''such criteria for'' before ''schools described in'';

(C) in clause (ii)—

(i) by striking ''periodically'' and inserting ''not less than once every 3 years,'' before ''review resource allocation''; and

(ii) in subclause (II), by striking ''and'' at the end;

(D) in clause (iii)(II), by striking ''and'' at the end; and

(E) by adding at the end the following:

''(iv) publish on a publicly accessible website of the State educational agency—

''(aa) evidence-based school improvement strategies; and

''(bb) information with respect to how such agency will support local educational agencies and schools in developing comprehensive support and improvement plans under paragraph (1) or targeted support and improvement plans under paragraph (2), respectively;

"(v) explain how such agency will work with schools served by such agency described in subclauses (II) and (III) of clause (ii), and the local educational agencies that serve such schools, to implement improvement efforts related to comprehensive support and improvement under subsection (c)(4)(D)(i) or targeted support and improvement under subsection (c)(4)(C); and

"(vi) an assurance that State educational agencies will require local educational agencies to provide additional funding to schools identified for comprehensive support and improvement under subsection (c)(4)(D)(i) or targeted support and improvement under subsection (c)(4)(C) than such schools were provided prior to the designation, as practicable."; and

(4) in subparagraph (C), as so redesignated, by inserting "the State educational agency" before "may".

# TITLE II—SUPPORT FOR SCHOOL CLIMATE AND SAFETY

## Subtitle A—Civil Rights

**SEC. 21001. AUTHORIZATION OF APPROPRIATIONS.**

(a) OCR.—In addition to amounts otherwise made available, there are authorized to be appropriated for expenses necessary for the Office for Civil Rights of the Department of Education (as established under section 203 of the Department of Education Organization Act (20 U.S.C. 3413)), $280,000,000 for each of fiscal years 2027 through 2031.

(b) PART C OF TITLE I.—Section 1002(c) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6302(c)) is amended by striking ''$374,751,000 for each of fiscal years 2017 through 2020'' and inserting ''$100,000,000 for each of fiscal years 2027 through 2031''.

(c) PART D OF TITLE I.—Section 1002(d) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6302(d)) is amended by striking ''$47,614,000 for each of fiscal years 2017 through 2020'' and inserting ''$100,000,000 for each of fiscal years 2027 through 2031''.

(d) PART A OF TITLE II.—Section 2003(a) of the Elementary and Secondary Education Act of 1965 (20

U.S.C. 6603(a)) is amended by striking ''$2,295,830,000 for each of fiscal years 2017 through 2020'' and inserting ''2,400,000,000 for each of fiscal years 2027 through 2031''.

(e) TITLE III.—Section 3001 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6801) is amended by striking paragraphs (1) through (4) and inserting ''$1,000,000,000 for each of fiscal years 2027 through 2031''.

(f) PART B OF TITLE V.—Section 5234 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7355c) is amended by striking ''$169,840,000 for each of the fiscal years 2017 through 2020'' and inserting ''$400,000,000 for each of fiscal years 2027 through 2031''.

**SEC. 21002. AGENCY GUIDANCE ON PREVENTING DISCRIMINATION AND BIAS.**

(a) IN GENERAL.—Not later than 1 year after the date of the enactment of this section, the Secretary shall issue guidance that clarifies—

(1) what constitutes unlawful discrimination in school discipline under Federal civil rights laws;

(2) the standards for determining disparate treatment in the administration of school discipline;

(3) the standards for determining when school discipline policies result in unlawful disparate impact;

(4) the effect of law enforcement presence in schools on discrimination in school discipline policies; and

(5) the benefits of restorative practices in schools, as well as strategies that schools can use to implement such practices.

(b) RESTORATIVE PRACTICES DEFINED.—In this section, the term ''restorative practices'' means evidence-based practices that—

(1) acknowledge and honor the dignity of students;

(2) are proactive approaches that teach and build community, empathy, and accountability school-wide to reduce and discourage undesirable student behavior;

(3) improve school climate, elevate students' voices, and strengthen all relationships in a school community;

(4) may include—

(A) strategies such as restorative dialogue, informal conferencing, proactive circles, and responsive circles;

(B) reactive strategies that address conflicts, individual incidents, and classroom-wide issues; and

(C) formal conferences, reintegration circles, and circles of support and accountability to cultivate empathy and repair harm; and

(5) do not include mediation or school-based mediation to address bullying, harassment, or other forms of discrimination.

**SEC. 21003. DESEGREGATING SCHOOLS.**

(a) EMERGENCY SCHOOL AID PROGRAM.—

(1) IN GENERAL.—The Secretary shall carry out the program authorized under section 704(a) of the Emergency School Aid Act (title VII of Public Law 92–318) in accordance with paragraph (2).

(2) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated for the purpose of carrying out the program described in paragraph (1) $1,000,000,000 for each of fiscal years 2027 through 2031, to remain available for obligation and expenditure during the fiscal year succeeding the fiscal year for which they are appropriated.

(b) UPDATED GUIDANCE.—Not later than 1 year after the date of the enactment of this section, the Sec-

retary shall develop and make publicly available guidance on integration in State educational agencies and local educational agencies, including information on Federal transportation and housing resources that may be used to aid in such integration.

# Subtitle B—Educator and Staff Support

## PART 1—PROFESSIONAL DEVELOPMENT

### SEC. 22101. PROFESSIONAL DEVELOPMENT.

Section 2103(b)(3)(E) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6613(b)(3)(E)) is amended—

(1) in clause (i), by inserting ''and develop digital literacy, media literacy, and AI literacy skills'' before the semicolon;

(2) in clause (v), by striking ''and'';

(3) in clause (vi), by striking the semicolon and inserting ''; and''; and

(4) by adding at the end the following:

''(vii) reduce and prevent bullying and harassment in schools;

''(viii) develop cultural competency and implement culturally relevant curricula and instruction in the classroom;

''(ix) integrate restorative practices (as such term is defined in section 21002 in Transforming Education for the Future Act) into multi-tiered system of supports frameworks, positive behavior interventions and supports, and other disciplinary procedures and processes in schools;

''(x) develop resources and supports for students who identify as lesbian, gay, bisexual, transgender, queer, or any other minority sexual or gender identity; and

''(xi) integrate arts and design principles into curricula and instruction centered on science, technology, engineering, and math (commonly referred to as 'STEM').''.

## PART 2—AMERICAN TEACHERS

### SEC. 22201. GRANTS TO SUPPORT STATE EFFORTS TO INCREASE TEACHER SALARIES.

(a) TEACHER SALARY INCENTIVE GRANTS.—

(1) PURPOSE.—The purpose of this section is to ensure that each teacher who is employed full-time at a qualifying school in a State earns an annual salary for any year of employment of not less than $60,000 (adjusted for inflation).

(2) GRANTS FOR MINIMUM SALARY THRESHOLD.—

(A) IN GENERAL.—From amounts made available to carry out this section, the Secretary of Education shall award 4-year grants to State educational agencies.

(B) APPLICATION.—To be eligible to receive a grant under this section, a State educational agency shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may require, including—

(i) the plan required under subparagraph (C); and

(ii) the assurances required under subparagraph (D).

(C) SUSTAINABILITY PLAN.—The Secretary shall require a State educational agency submitting an application under subparagraph (B) to provide a plan that demonstrates how, following the conclusion of the 4-year grant period, such agency will continue to maintain and adjust the annual base minimum salary in accordance with subsection (b).

(D) REQUIRED ASSURANCES.—The Secretary shall require a State educational agency submitting an application under subparagraph (B) to provide an assurance in such application that—

(i) if necessary to achieve the purpose of this section, the State will enact and enforce legislation to establish a statewide teacher salary schedule or otherwise to establish minimum teacher salary requirements;

(ii) each teacher described in paragraph (1) will be compensated on a salary basis at an annual rate per school year that is not less than the salary threshold described in subsection (b);

(iii) each teacher who is employed part-time at a qualifying school in a State will be compensated on a salary basis at an annual rate per school year that is not less than the salary threshold described in subsection (b), proportionately reduced in accordance with the number of hours worked by such teacher;

(iv) priority will be given to local educational agencies in accordance with subparagraph (E)(ii); and

(v) the State educational agency will, upon request by the Secretary, carry out the compliance demonstration in accordance with subsection (c)(3).

(E) SUBGRANTS.—

(i) IN GENERAL.—A State educational agency awarded a grant under this section shall use not less than 85 percent of the grant funds to award subgrants to local educational agencies to carry out the purpose of this section.

(ii) PRIORITY.—The State educational agency, in allocating funds to local educational agencies under this section, shall give priority to local educational agencies—

(I) serving greater numbers or percentages of elementary or secondary schools receiving funds under title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.); or

(II) with respect to which all of the schools served by the local educational agency are designated with a locale code of 41, 42, or 43, as determined by the Secretary.

(b) SALARY THRESHOLD.—

(1) IN GENERAL.—For school year 2027–2028, the base minimum salary dollar amount shall be $60,000.

(2) INFLATION ADJUSTMENT.—For school year 2028–2029 and each succeeding school year, the dollar amount referred to in paragraph (1) shall be deemed to refer to the dollar amount calculated under this subsection for the preceding school year, increased by a percentage equal to the annual percentage increase in the Consumer Price Index for All Urban Consumers published by the Department of Labor for the most recent calendar year.

(3) NO SALARY LIMIT.—The base minimum salary dollar amount may be greater than the dollar amount described in paragraphs (1) or (2).

(c) SUPPLEMENT, NOT SUPPLANT.—

(1) IN GENERAL.—Grant funds received under this section shall be used to supplement and not supplant other Federal, State, and local public funds

that would, in the absence of such Federal funds, be made available for teacher base salaries.

(2) MAINTENANCE OF EFFORT.—A State educational agency or local educational agency shall not reduce or adjust any teacher pay or State teacher loan forgiveness program due to the eligibility of teachers within the jurisdiction of such agency for pay supplementation under this section.

(3) COMPLIANCE DEMONSTRATION TO SECRETARY.—Each State educational agency and local educational agency, upon request by the Secretary, shall demonstrate that the methodology used to allocate teacher pay and State teacher loan forgiveness (if applicable) to teachers and qualifying schools ensures that each such teacher and school receives the same State and local funds for teacher compensation it would receive if this section had not been enacted.

**SEC. 22202. GRANTS FOR ADJUSTMENT OF TEACHER SALARIES.**

(a) IN GENERAL.—From amounts made available to carry out this section, the Secretary of Education shall award grants to eligible State educational agencies to provide, in accordance with subsection (c), cost-of-living adjustments to the annual base salary of such State and the

annual salary of each teacher who is employed full-time at a qualifying school in such State.

(b) APPLICATION.—To be eligible to receive such a grant, the State educational agency shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may require, including the demonstration required under subsection (d)(2).

(c) ADJUSTMENT.—The annual base salary of the State and the annual salary of each teacher described in subsection (a) shall be increased by a percentage equal to the annual percentage increase in the Consumer Price Index for All Urban Consumers published by the Department of Labor for the most recent calendar year.

(d) ELIGIBLE STATE DEFINED.—In this section, the term ''eligible State education agency'' means a State educational agency—

(1) with an annual base salary of not less than $60,000 for teachers who are employed full-time at a qualifying school; and

(2) that demonstrates in the application submitted under subsection (b) that, due to inflation, such State is unable to adjust such base salary or the annual salaries of such teachers for cost-of-living.

**SEC. 22203. ENHANCED AWARENESS OF THE VALUE OF TEACHING PROFESSION.**

The Secretary may reserve not more than 4 percent of the funds appropriated under section 22206 to carry out a national campaign—

(1) to increase awareness about the importance of teachers and the value of the teaching profession;

(2) to encourage secondary school and college students to consider teaching as a professional career; and

(3) to diversify the pool of individuals who enter the teaching profession.

**SEC. 22204. RULE OF CONSTRUCTION.**

Nothing in this subtitle shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded to school or local educational agency employees under Federal, State, or local laws (including applicable regulations, court orders, or requirements that local educational agencies negotiate or meet and confer in good faith) or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements between such employers and their employees.

**SEC. 22205. DEFINITIONS.**

In this subtitle:

(1) QUALIFYING SCHOOL.—The term ''qualifying school'' means, with respect to any school year,

a public elementary school or a public secondary school.

(2) TEACHER.—The term ''teacher'' means an individual who—

(A) is a teacher of record who provides direct classroom teaching (or classroom-type teaching in a nonclassroom setting) in a qualifying school for not less than the normal or statutory number of hours of work for a full-time or part-time teacher over a complete school year (as determined by the State in which the school is located);

(B) meets the applicable requirements for State certification or licensure, as applicable, in the State in which such school is located and in the subject area in which the individual is the teacher of record; and

(C) possesses skills and knowledge needed for effective classroom practice, including with respect to demonstrating the ability to improve student learning.

(3) TEACHER OF RECORD.—The term ''teacher of record'' means a teacher who has—

(A) been assigned the responsibility for specified pupils' learning in a grade, subject, or

course as reflected on the school's official record of attendance;

(B) learned and developed extensive teaching and basic classroom management skills; and

(C) demonstrated the ability to plan and deliver instruction to students from different cultural backgrounds and with different learning styles and to assess and support student learning.

**SEC. 22206. AUTHORIZATION OF APPROPRIATIONS.**

There are authorized to be appropriated to carry out this part such sums as may be necessary for fiscal years 2027 through 2031.

## PART 3—PREPARING AND RETAINING ALL PARAEDUCATORS

**SEC. 22301. GRANTS TO SUPPORT EFFORTS TO RECRUIT AND RETAIN PARAPROFESSIONALS IN SCHOOLS.**

(a) IN GENERAL.—The Secretary of Education shall carry out a program under which the Secretary makes allotments to State educational agencies to assist States, local educational agencies, and educational service agencies in recruiting and retaining paraprofessionals in public elementary schools, secondary schools, and preschool programs.

(b) STATE-BY-STATE ALLOCATION.—Each State educational agency that has an application approved by the Secretary under subsection (e)(1) shall be allocated an amount that bears the same relationship to the amount appropriated to carry out this subtitle for each fiscal year as the amount received by all local educational agencies in the State under part A of title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311 et seq.) for the previous fiscal year bears to the total amount received under such part for such fiscal year by all local educational agencies in every State.

(c) USE OF FUNDS.—

(1) STATE RESERVATION.—A State educational agency that receives an allotment under subsection (b) may reserve not more than 5 percent of the allotment for administrative activities relating to the grant program under paragraph (2) and to carry out statewide activities to support the recruitment and retention of paraprofessionals in public elementary schools, secondary schools, and preschool programs in the State.

(2) SUBGRANTS TO ELIGIBLE ENTITIES.—From amounts received under subsection (b) and not reserved under paragraph (1), a State educational agency shall make subgrants to eligible entities, on

a competitive basis, to support the recruitment and retention of paraprofessionals in public elementary schools, secondary schools, and preschool programs, which may include activities such as—

(A) establishing paraprofessional leader induction and mentoring programs that are evidence-based (to the extent a State determines that such evidence is reasonably available) and designed to—

(i) improve classroom instruction and student learning and achievement, including through improving school leadership programs; and

(ii) increase the retention of paraprofessionals;

(B) developing and implementing high-quality professional development programs to recruit and retain paraprofessionals in the elementary schools, secondary schools, and preschool programs served by eligible entities;

(C) providing paraprofessionals with the skills, credentials, or certifications needed to educate all students, such as—

(i) a special education certificate;

(ii) an English learner certificate;

(iii) an advanced paraeducator certification to support specialized instruction; and

(iv) a certification in teaching; and

(D) increasing wages for paraprofessionals or providing bonus pay incentives to retain and recruit paraprofessionals.

(d) PRIORITY.—

(1) IN GENERAL.—In making subgrants to eligible entities under subsection (c)(2), a State educational agency shall give priority to entities—

(A) that serve greater numbers or percentages of children from low-income families;

(B) in which all schools served by the entity are designated with a locale code of 41, 42, or 43, as determined by the Secretary of Education; or

(C) in which all schools served by the entity—

(i) receive special assistance payments under section 11(a)(1)(F) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1759a(a)(1)(F)); and

(ii) have an identified student percentage (as such term is defined in section

245.9(f)(1)(iii) of title 7, Code of Federal Regulations (or any successor regulations)) of not less than the applicable threshold under section 11(a)(1)(F)(viii) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1759a(a)(1)(F)(viii)).

(2) LOW-INCOME FAMILY.—For purposes of paragraph (1)(A), the term ''low-income family'' means a family—

(A) in which a child is eligible for the school lunch program under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.);

(B) in which the child is—

(i) enrolled in a school that receives special assistance payments under section 11(a)(1)(F) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1759a(a)(1)(F)); and

(ii) is an identified student (as defined in section 11(a)(1)(F)(i) of that Act (42 U.S.C. 1759a(a)(1)(F)(i)));

(C) receiving assistance under the program of block grants to States for temporary assistance for needy families established under part

A of title IV of the Social Security Act (42 U.S.C. 601 et seq.); or

(D) in which the child is eligible to receive medical assistance under the Medicaid program under title XIX of the Social Security Act (42 U.S.C. 1396 et seq.).

(e) APPLICATIONS.—

(1) STATE APPLICATIONS.—

(A) IN GENERAL.—To be eligible to receive a grant under subsection (a), a State educational agency shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may require.

(B) REQUIRED ASSURANCES.—A State educational agency submitting an application under subparagraph (A) shall include in such application an assurance that—

(i) in making subgrants under subsection (c)(2), the State will give priority to eligible entities described in subsection (d); and

(ii) the State educational agency will comply with the reporting requirements under subsection (f).

(2) ELIGIBLE ENTITY APPLICATIONS.—To be eligible to receive a subgrant from a State educational agency under subsection (c)(2), an eligible entity shall submit an application to the State educational agency at such time, in such manner, and containing such information as the State educational agency may require.

(f) IMPLEMENTATION AND EVALUATION.—On an annual basis, in each fiscal year for which a State educational agency receives a grant under this section, such agency shall prepare and submit to the Secretary of Education a report that includes—

(1) updated average paraprofessional pay baselines for that fiscal year, disaggregated by the statewide average and the average within the schools served by each eligible entity in the State;

(2) a description of how the State and eligible entities in the State increased the average wages for paraprofessional baselines in a manner consistent with the statewide annual goals for the corresponding fiscal year;

(3) updated data on the number of paraprofessionals employed by eligible entities in the State—

(A) who earn less than the average wage for paraprofessionals in the State; and

(B) who earn less than the average wage for paraprofessionals employed by the eligible entity concerned;

(4) identification of any eligible entity that used a subgrant under subsection (c)(2) to increase the number of paraprofessionals employed in the schools and preschools served by such entity;

(5) a description of the actions the State educational agency will take in the next fiscal year to support eligible entities experiencing a shortage of paraprofessionals; and

(6) a description of any professional development activities used by eligible entities to recruit and retain paraprofessionals.

(g) RULES OF CONSTRUCTION FOR COLLECTIVE BARGAINING.—

(1) IN GENERAL.—Subject to paragraph (2), nothing in this section shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded to school employees or employees of an eligible entity under Federal, State, or local laws (including applicable regulations or court orders) or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements between such employers and their employees.

(2) COMPLIANCE.—Paragraph (1) shall not be construed to exempt a State, eligible entity, or school from complying with this section or from negotiating in compliance with State labor laws to comply with this section.

(h) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this section such sums as may be necessary for each of fiscal years 2027 through 2031.

(i) DEFINITIONS.—In this section:

(1) ELIGIBLE ENTITY.—The term ''eligible entity'' means—

(A) an educational service agency that serves a high-need school or a consortium of high-need schools; or

(B) a local educational agency.

(2) HIGH-NEED SCHOOL.—The term ''high-need school'' has the meaning given that term in section 2243(f)(2) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6673(f)(2)).

(3) PARAPROFESSIONAL.—The term ''paraprofessional'' has the meaning given that term in section 3201 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7011).

(4) PRESCHOOL PROGRAM.—The term ''preschool program'' means a program that—

(A) provides for the care, development, and education of infants, toddlers, or young children age 5 and under;

(B) meets any applicable State or local government licensing, certification, approval, and registration requirements; and

(C) is operated by a public or private school that is supported, sponsored, supervised, or administered by an eligible entity.

## PART 4—SUPPORTING THE MENTAL HEALTH OF EDUCATORS AND STAFF

### SEC. 22401. DISSEMINATION OF BEST PRACTICES.

Not later than 2 years after the date of enactment of this Act, the Secretary of Health and Human Services, in consultation with the Secretary of Education, shall identify and disseminate evidence-based or evidence-informed best practices for—

(1) preventing suicide and improving mental health and resiliency among education professionals and other school staff; and

(2) training education professionals and other school staff in appropriate strategies to support, maintain, and promote their mental health.

**SEC. 22402. EDUCATION AND AWARENESS INITIATIVE ENCOURAGING USE OF MENTAL HEALTH AND SUBSTANCE USE DISORDER SERVICES.**

(a) IN GENERAL.—The Secretary of Health and Human Services (in this section referred to as the ''Secretary''), in consultation with relevant stakeholders, including medical professional associations, shall establish a national evidence-based or evidence-informed education and awareness initiative—

(1) to encourage education professionals and other school staff to seek support and care for their mental health or substance use concerns, to help such professionals and staff identify factors associated with risks for suicide and mental health conditions, and to help such professionals and staff learn how best to respond to such risks, with the goal of preventing suicide, mental health conditions, and substance use disorders; and

(2) to address stigma associated with seeking mental health and substance use disorder services.

(b) REPORTING.—Not later than 2 years after the date of enactment of this Act, the Secretary shall provide to the Congress an update on the activities and outcomes of the initiative under subsection (a), including a description of quantitative and qualitative metrics used to evaluate such activities and outcomes.

(c) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this section $10,000,000 for each of fiscal years 2027 through 2029.

**SEC. 22403. PROGRAMS TO PROMOTE MENTAL HEALTH AMONG THE EDUCATION WORKFORCE.**

The Public Health Service Act is amended by inserting after section 764A (42 U.S.C. 294t) the following:

**"SEC. 764B. PROGRAMS TO PROMOTE MENTAL HEALTH AMONG THE EDUCATION WORKFORCE.**

''(a) PROGRAMS TO PROMOTE MENTAL HEALTH AMONG EDUCATION PROFESSIONALS AND OTHER SCHOOL STAFF.—

''(1) IN GENERAL.—The Secretary shall award grants or contracts to eligible entities to establish or enhance evidence-based or evidence-informed programs dedicated to improving mental health and resiliency for education professionals and other school staff.

''(2) ELIGIBILITY.—To be eligible to receive a grant or contract under this subsection, an entity shall be a State educational agency, a local educational agency, an institution of higher education, or a consortia thereof.

''(3) USE OF FUNDS.—A recipient of a grant or contract under this subsection shall use funds re-

ceived through the grant or contract to implement a new program or enhance an existing program to promote mental health among education professionals and other school staff, which may include—

"(A) improving awareness among education professionals and other school staff about risk factors for, and signs of, suicide and mental health or substance use disorders, in accordance with evidence-based or evidence-informed practices;

"(B) establishing new, or enhancing existing, evidence-based or evidence-informed programs for preventing suicide and improving mental health and resiliency among education professionals and other school staff;

"(C) establishing new, or enhancing existing, peer-support programs among education professionals and other school staff; or

"(D) providing mental health care, follow-up services and care by a licensed or certified mental health professional (including by means of telehealth), or a referral for such care or services by a licensed or certified mental health professional, as appropriate.

''(4) PRIORITY.—In awarding grants and contracts under this subsection, the Secretary shall give priority to eligible entities in areas with a high percentage of schools receiving financial assistance under part A of title I of the Elementary and Secondary Education Act of 1965.

''(b) TRAINING GRANTS.—The Secretary may establish a program to award grants to institutions of higher education, State educational agencies, local educational agencies, State or local governments, Indian Tribes or Tribal organizations, or other appropriate public or private nonprofit entities (or consortia of entities, including entities promoting multidisciplinary approaches) to support the inclusion in educator preparation programs (including administrator preparation programs), and in training, continuing education, or professional development programs for education professionals and other school staff, of evidence-based or evidence-informed strategies—

''(1) to address mental and substance use disorders; and

''(2) to improve mental health and resiliency among education professionals and other school staff.

''(c) GRANT TERMS.—A grant or contract awarded under subsection (a) or (b) shall be for a period of 3 years.

''(d) APPLICATION SUBMISSION.—An entity seeking a grant or contract under subsection (a) or (b) shall submit an application to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may require.

''(e) ANNUAL REPORT.—An entity awarded a grant or contract under subsection (a) or (b) shall submit to the Secretary an annual report evaluating the activities supported by the grant or contract.

''(f) DEFINITIONS.—In this section:

''(1) The term 'institution of higher education' has the meaning given to such term in section 101 of the Higher Education Act of 1965.

''(2) The terms 'local educational agency' and 'State educational agency' have the meanings given to such terms in section 8101 of the Elementary and Secondary Education Act of 1965.

''(g) AUTHORIZATION OF APPROPRIATIONS.—To carry out this section, there is authorized to be appropriated $35,000,000 for each of fiscal years 2027 through 2029.''.

**SEC. 22404. REVIEW WITH RESPECT TO EDUCATION WORKFORCE MENTAL HEALTH AND RESILIENCY.**

(a) IN GENERAL.—Not later than 2 years after the date of enactment of this Act, the Secretary of Health and Human Services (in this section referred to as the ''Secretary''), in consultation with relevant stakeholders, shall—

(1) conduct a review on improving—

(A) the mental health of education professionals and other school staff; and

(B) the outcomes of programs authorized under this part and section 764B of the Public Health Service Act; and

(2) submit a report to the Congress on the results of such review.

(b) CONSIDERATIONS.—The review under subsection (a) may include—

(1) assessing the prevalence and severity of mental health conditions among education professionals and other school staff, and determining the factors that contribute to those mental health conditions;

(2) assessing barriers to seeking and accessing mental health care for education professionals and other school staff, and actions taken by State educational agencies and local educational agencies, or

other organizations, as appropriate, to address such barriers;

(3) determining the effects of the COVID–19 public health emergency on the mental health of education professionals and other school staff and lessons learned for future public health emergencies;

(4) assessing programs and policies that promote mental health and resiliency among education professionals and other school staff, including programs and policies to strengthen mental health and resiliency among education professionals and other school staff; and

(5) assessing the efficacy of training programs for education professionals and other school staff that promote resiliency and improve mental health.

(c) RECOMMENDATIONS.—The review under subsection (a), as appropriate, shall identify best practices related to, and make recommendations to address—

(1) improving mental health and resiliency among education professionals and other school staff;

(2) removing barriers to mental health care for education professionals and other school staff; and

(3) strategies to promote resiliency among education professionals and other school staff in health care settings.

**SEC. 22405. GAO REPORT.**

Not later than 4 years after the date of enactment of this Act, the Comptroller General of the United States shall submit to the Congress a report on the extent to which Federal substance use disorder and mental health grant programs address the prevalence and severity of mental health conditions and substance use disorders among education professionals and other school staff. Such report shall—

(1) include an analysis of available evidence and data related to such conditions and programs; and

(2) assess whether there are duplicative goals and objectives among such grant programs.

# Subtitle C—School Climate and Safety

## PART 1—FENTANYL AWARENESS FOR CHILDREN AND TEENS IN SCHOOLS

### Subpart A—Definitions

**SEC. 23111. DEFINITIONS.**

In this part:

(1) CLASSIFIED SCHOOL EMPLOYEE.—The term ''classified school employee'' means an employee of a

State or of any political subdivision of a State, or an employee of a nonprofit organization, who works in any grade from prekindergarten through high school in any of the following occupational specialties:

(A) Paraprofessional, including paraeducator services.

(B) Clerical and administrative services.

(C) Transportation services.

(D) Food and nutrition services.

(E) Custodial and maintenance services.

(F) Security services.

(G) Health and student services.

(H) Technical services.

(I) Skilled trades.

(2) SECRETARY.—The term ''Secretary'', unless otherwise specified, refers to the Secretary of Health and Human Services.

(3) SYNTHETIC OPIOIDS.—The term ''synthetic opioids'' means substances, including fentanyl and any substituted derivative of fentanyl, that—

(A) are synthesized in a laboratory; and

(B) act on the same targets in the brain as natural opioids to produce analgesic effects.

## Subpart B—Partnership Grants for Local and State Educational Agencies

### SEC. 23121. SYNTHETIC OPIOID MISUSE AND OVERDOSE EDUCATION, AWARENESS, AND PREVENTION PILOT PROGRAM.

(a) IN GENERAL.—The Secretary, in consultation with the Secretary of Education, shall administer a pilot program to provide financial assistance to eligible partnerships for the prevention of, treatment of, and recovery from, disorders stemming from the misuse of synthetic opioids by secondary school-aged children.

(b) DEFINITIONS.—In this section:

(1) ELIGIBLE PARTNERSHIP.—The term ''eligible partnership'' means a partnership of—

(A) a local educational agency, a State educational agency, a Bureau of Indian Education school, an educational service agency, or a consortium of entities that includes a State, local, territorial, or Tribal education agency or organization seeking to establish or expand a program to reduce the misuse of synthetic opioids and establish recovery programs or services for children, adolescents, and young adults; and

(B) a State, local, territorial, or Tribal health agency or organization, a qualified non-

governmental entity with appropriate expertise in providing substance use disorder education, prevention, and treatment services or programs for secondary school-aged children, as defined by the Secretary, or a consortium of entities that includes a State, local, territorial, or Tribal health agency or organization.

(2) RECOVERY PROGRAM.—The term ''recovery program'' means a program—

(A) to help secondary school-aged children who are recovering from substance use disorders to initiate, stabilize, and maintain healthy and productive lives in the community; and

(B) that includes peer-to-peer support delivered by individuals with lived experience in recovery, and communal activities to build recovery skills and supportive social networks.

(c) PILOT PROGRAM AUTHORIZED.—The Secretary, in consultation with the Secretary of Education, shall award 3-year grants, on a competitive basis, to up to 25 eligible partnerships to enable such partnerships to prevent the misuse of synthetic opioids by secondary school-aged children.

(d) USE OF FUNDS.—An eligible partnership that receives a grant under this section shall use amounts made available through such grant for evidence-based activities, which may include any of the following:

(1) Developing evidence-based materials for teachers to use as a component of classroom instruction, and sharing these materials with parents and families.

(2) Designing evidence-based professional development for teachers, school leaders, specialized instructional support personnel, classified school employees, and other school staff members.

(3) Developing in- and out-of-school workshops and accessible and tailored content for students, families, and teachers to attain information about the misuse of synthetic opioids.

(4) Creating efficient and effective multimedia communication campaigns, including through social media, to maximize outreach efforts to students, parents, and families.

(5) Awarding contracts to nonprofit organizations—

(A) specializing in substance misuse prevention education efforts;

(B) with demonstrated success in reaching, engaging, and supporting local and State educational agencies, Bureau of Indian Education schools, and other schools; and

(C) with expertise in designing recovery programs for synthetic opioid misuse and overdose prevention.

(6) Establishing peer-to-peer counseling programs for students at secondary schools to support the work of school-based mental health professionals in preventing the misuse of synthetic opioids.

(7) Other purposes as may be specified by the Secretary.

(e) APPLICATIONS AND ASSURANCES.—To seek a grant under this section, an eligible partnership shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may reasonably require, which shall include the following:

(1) A description, containing qualitative and quantitative information, of the existing need for such a grant in the area proposed to be served through the grant, which description may include information on—

(A) the rate of misuse of and overdoses attributable to synthetic opioids among youth under the age of 21;

(B) if available, data indicating the trend of synthetic opioid misuse and overdoses among youth under the age of 21 over the past 5 years; and

(C) the availability of synthetic opioids.

(2) A description of the initiatives, activities, or programs the eligible partnership will fund through the grant, including how such initiatives, activities, or programs will reduce the misuse of and overdoses attributable to synthetic opioids in the area proposed to be served through the grant.

(3) A description of how the eligible partnership will establish a local interagency agreement to ensure adequate and effective collaboration among entities in the partnership to carry out the initiatives, activities, or programs described in paragraph (2).

(4) A description of how the initiatives, activities, or programs described in paragraph (2) will be linguistically appropriate and culturally responsive for students and families served by the eligible partnership.

(5) A description of how the initiatives, activities, or programs described in paragraph (2) will support students and families served by the eligible partnership in reversing individual and community-wide effects of synthetic opioid misuse and overdoses.

(6) An assurance that—

(A) persons providing services through the grant awarded to the eligible partnership will be adequately trained to provide such services; and

(B) teachers, school leaders, administrators, specialized instructional support personnel, representatives of local Indian Tribes or Tribal organizations as appropriate, other school personnel, and parents or guardians of students participating in services funded through a grant under this section will be engaged in the design and implementation of the initiatives, activities, or programs described in paragraph (2).

(7) A description of how the eligible partnership will support and integrate existing school, local educational agency, and State initiatives, activities, or programs with the initiatives, activities, or programs described in paragraph (2) to provide synthetic

opioid misuse and overdose prevention services for students, as appropriate.

(f) PRIORITY.—In awarding grants under this section, the Secretary shall give priority to eligible partnerships that have a higher rate of youth illicit drug use, including the use of fentanyl and other synthetic opioids.

(g) DISTRIBUTION OF AWARDS.—Subject to subsection (f), the Secretary shall ensure that grants awarded under this section are equitably distributed among the geographical regions of the United States and among Tribal, urban, suburban, and rural populations.

(h) SUPPLEMENT, NOT SUPPLANT.—Any services provided through initiatives, activities, or programs carried out under this section shall supplement, not supplant, other Federal or State funds available to carry out activities described in this subpart.

(i) ACCOUNTABILITY.—

(1) REVIEW.—In accordance with section 23122(b), the Secretary shall regularly review the initiatives, activities, or programs of eligible partnerships receiving a grant under this section to ensure that such partnerships are using the grant for the purposes for which it was provided.

(2) NOTIFICATION OF REPORTS.—Not later than 90 days after the Secretary awards grants for

the first year of the program under this section, the Secretary shall—

(A) require eligible partnerships receiving a grant under this section to submit reports, on an annual basis, detailing the initiatives, activities, or programs funded through such grant; and

(B) notify such eligible partnerships of such reporting requirement.

(3) TIMELINE OF REPORTS.—Each eligible partnership receiving a grant under this section shall submit the first report described in paragraph (2) to the Secretary not later than 1 year after receiving a grant under this section.

(4) CONTENT OF REPORTS.—Each report required under paragraph (2) shall include, at minimum, the following information:

(A) A description of the effectiveness of the grant awarded under this section in reducing synthetic opioid misuse and overdose among the students served by the eligible partnership.

(B) Details regarding the initiatives, activities, or programs funded through the grant and further details about any subgrants awarded by

the eligible partnership to help carry out planned initiatives, activities, or programs.

(C) To the extent practicable, narrative statements from teachers, school leaders, specialized instructional support personnel, or other relevant stakeholders describing the process of implementing the initiatives, activities, or programs developed through the grant.

(D) If applicable, a description of any challenges faced by the eligible partnership in reaching or engaging parents, students, teachers, school leaders, specialized instructional support personnel, and other relevant stakeholders with the initiatives, activities, or programs developed through the grant.

(E) Any other information the Secretary may require.

(5) SUBMISSION OF REPORTS.—Not later than 180 days after receiving reports from eligible partnerships receiving a grant under this section, the Secretary shall submit such reports and a brief overview of the data and outcomes described in such reports to the Committees on Education and Workforce and Energy and Commerce of the House of

Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate.

(j) PUBLICATION OF PROGRAMS.—Each eligible partnership receiving a grant under this section shall—

(1) post on the eligible partnership's publicly accessible website the initiatives, activities, and programs supported through the grant; and

(2) disseminate to families served by the eligible partnership, in widely accessible formats, content from and information about such initiatives, activities, and programs.

(k) SHARING OF BEST PRACTICES.—The Secretary shall—

(1) collect content from and information about all initiatives, activities, and programs developed by each eligible partnerships through a grant under this section; and

(2) in conjunction with the Secretary of Education, make such content and information publicly available and widely accessible.

**SEC. 23122. AUTHORIZATION OF APPROPRIATIONS; RESERVATION.**

(a) AUTHORIZATION.—There is authorized to be appropriated to carry out section 23121 such sums as may be necessary for each of fiscal years 2027 through 2029.

(b) RESERVATION FOR EVALUATION AND TECHNICAL ASSISTANCE.—The Secretary may reserve not more than 5 percent of the funds appropriated under subsection (a) for any fiscal year to—

(1) conduct a rigorous, independent evaluation of the initiatives, activities, or programs funded under section 23121;

(2) provide technical assistance and share best practices with respect to initiatives, activities, or programs that are developed by eligible partnerships through grants under section 23121; and

(3) provide technical assistance to eligible partnerships applying for a grant under section 23121, through the use of webinars, direct emails, mailed outreach, and other strategies designed to reach underserved eligible partnerships, including eligible partnerships located in rural and remote areas.

**Subpart C—Establishment of Interagency Task Force**

**SEC. 23131. INTERAGENCY TASK FORCE ON PREVENTING SYNTHETIC OPIOID MISUSE AND OVERDOSE AMONG YOUTH.**

(a) ESTABLISHMENT.—Not later than 90 days after the date of enactment of this Act, the Secretary shall establish a task force, to be known as the Interagency Task Force on Preventing Opioid Misuse and Overdose Among

Youth (in this section referred to as the ''Task Force'') to identify, evaluate, and make recommendations to coordinate and improve Federal responses to synthetic opioid overdose and misuse in youth.

(b) MEMBERSHIP.—The membership of the Task Force shall include—

(1) the officials serving under paragraphs (1) through (9) of subsection (c); and

(2) the members serving under paragraphs (10), (11), and (12) of subsection (c), to be appointed by the Secretary.

(c) COMPOSITION.—The Task Force shall be composed of at least 12, but not more than 17, members as follows:

(1) The Secretary of Health and Human Services, who shall serve as Chair of the Task Force.

(2) The Secretary of Education.

(3) The Assistant Secretary for Mental Health and Substance Use.

(4) The Assistant Secretary for Children and Families.

(5) The Director of the Centers for Disease Control and Prevention.

(6) The Assistant Secretary for Elementary and Secondary Education.

(7) The Director of the Agency for Healthcare Research and Quality.

(8) The Surgeon General of the United States.

(9) The Director of the National Institute of Mental Health of the National Institutes of Health.

(10) At least two, and not more than three, non-Federal representatives who are parents of youth who died from an overdose of fentanyl or another synthetic opioid.

(11) At least one, and not more than two, non-Federal representatives of one or more nationally recognized nonprofit organizations working to raise awareness about and prevent misuse of synthetic opioids by youth.

(12) Such other Federal or non-Federal representatives as determined by the Secretary.

(d) DUTIES.—The Task Force shall—

(1) develop and regularly update a report that identifies, analyzes, and evaluates the state of Federal, State, and local programs to address synthetic opioid misuse and overdose in youth, and identifies best practices, including—

(A) a set of evidence-based, evidence-informed, and promising practices with respect to—

(i) prevention strategies for youth at risk of fentanyl and synthetic opioids misuse and overdose;

(ii) the identification, screening, diagnosis, intervention, and treatment of youth affected by synthetic opioid misuse;

(iii) the expeditious referral to, and implementation of, practices and supports that prevent and mitigate the effects of synthetic opioid misuse and overdose in youth; and

(iv) community-based or multigenerational practices that support youth and families affected by synthetic opioid misuse and overdose; and

(B) Federal and State programs and activities to prevent, screen, diagnose, intervene, and treat synthetic opioid misuse and overdose in youth; and

(2) develop and regularly update a national strategy for—

(A) youth synthetic opioid misuse and overdose prevention, taking into consideration the findings of the reports under paragraph (1); and

(B) how the Task Force and Federal departments and agencies represented on the Task Force will prioritize options for, and implement a coordinated approach to, addressing synthetic opioid misuse and overdose.

**SEC. 23132. RULE OF CONSTRUCTION.**

Nothing in this subpart shall be construed to limit or otherwise alter the authority of any of the Federal agencies referred to in section 24121(c) to carry out programs to reduce synthetic opioid overdose and misuse under other provisions of law.

## Subpart D—Amendments to the Elementary and Secondary Education Act of 1965

**SEC. 23141. PROFESSIONAL DEVELOPMENT FOR SCHOOL PERSONNEL.**

Section 2101(c)(4)(B) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6611(c)(4)(B)) is amended—

(1) by redesignating clauses (xvi) through (xxi) as clauses (xvii) through (xxii), respectively; and

(2) by inserting after clause (xv) the following:

"(xvi) Providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals,

counselors, and mental health professionals, regarding how to address and prevent the misuse of synthetic opioids, including fentanyl or any substituted derivative of fentanyl, among students.''.

**SEC. 23142. AMENDMENTS TO LOCAL EDUCATIONAL AGENCY PLANS.**

Section 1112(b) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6312(b)) is amended—

(1) in paragraph (12)(B), by striking ''and'' at the end;

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

(3) by inserting after paragraph (12) the following:

''(13) how the local educational agency will engage teachers and school leaders, in consultation with parents, local educational agency administrators, public health officials, paraprofessionals, specialized instructional support personnel, school counselors, and school psychologists, to address and prevent the misuse of synthetic opioids, including fentanyl or any substituted derivative of fentanyl, among students; and''.

**SEC. 23143. AMENDMENTS TO STATE EDUCATIONAL AGENCY PLANS.**

Section 1111(g)(1) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(g)(1)) is amended—

(1) in subparagraph (F), by striking ''and'' at the end;

(2) by redesignating subparagraph (G) as subparagraph (H); and

(3) by inserting after subparagraph (F) the following:

''(G) how the State educational agency will provide support to local educational agencies receiving assistance under this part in addressing and preventing the misuse of synthetic opioids, including fentanyl or any substituted derivative of fentanyl, among students; and''.

## Subpart E—Amendments to Department of Education Data Collection

**SEC. 23151. NATIONAL CENTER FOR EDUCATION STATISTICS SCHOOL CRIME AND SAFETY DATA.**

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

(1) in clause (ii), by striking ''and'' at the end;

(2) in clause (iii), by inserting ''and'' at the end; and

(3) by adding at the end the following:

''(iv) access to synthetic opioids, including fentanyl, on school premises, and the effects of such substances on school safety and student health and well-being;''.

## Subpart F—School-Based Health Centers and Reporting

### SEC. 23161. NALOXONE IN SCHOOL-BASED HEALTH CENTERS.

Section 399Z–1(f)(1)(A) of the Public Health Service Act (42 U.S.C. 280h–5(f)(1)(A)) is amended—

(1) in clause (iv), by striking ''and'' at the end and inserting ''or''; and

(2) by adding at the end the following:

''(v) the purchase of naloxone to reverse the effects of opioid overdose, and the establishment of other programs to address and prevent the misuse of synthetic opioids, including fentanyl or any substituted derivative of fentanyl; and''.

**SEC. 23162. AMENDMENTS TO THE MONITORING THE FUTURE SURVEY.**

Beginning on January 1, 2027, the Director of the National Institute on Drug Abuse, in collaboration with the Secretary and the Director of the National Institutes of Health, shall require the survey funded by the National Institute on Drug Abuse and titled ''Monitoring the Future'' to include—

(1) indicators to measure the use of, perception of harm of, and access to counterfeit or synthetic opioids among youth; and

(2) where applicable, indicators to measure the extent to which respondents are aware of the counterfeit or synthetic nature of any opioids used or encountered by such respondents.

**SEC. 23163. YOUTH RISK BEHAVIOR SURVEY.**

Beginning on January 1, 2027, the Director of the Centers for Disease Control and Prevention shall require the data collection survey for the Youth Risk Behavior Surveillance System to include—

(1) questions related to the use of, awareness regarding, and exposure to counterfeit or synthetic opioids, including fentanyl; and

(2) where applicable, indicators to measure the extent to which respondents are aware of the coun-

terfeit or synthetic nature of any opioids used or encountered by such respondents.

**SEC. 23164. EVALUATION OF THE EFFECTIVENESS AND REACH OF THE STATE UNINTENTIONAL DRUG OVERDOSE REPORTING SYSTEM.**

(a) EVALUATION.—Beginning on or after January 1, 2027, the Director of the Centers for Disease Control and Prevention shall conduct an evaluation determining the effectiveness of the State Unintentional Drug Overdose Reporting System in collecting and reporting data regarding specific synthetic opioids causing or contributing to overdose and death among secondary school-aged children.

(b) REPORTS.—Not later than 180 days after concluding such evaluation, the Director of the Centers for Disease Control and Prevention shall develop and submit to the Committees on Energy and Commerce and Education and Workforce of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate the findings of the evaluation and, if applicable, recommendations to improve the quality and availability of data described in subsection (a).

(c) AUTHORIZATION OF APPROPRIATIONS.—There is authorized to be appropriated such sums as may be necessary for fiscal year 2027 to carry out this section.

## PART 2—PROTECTING OUR STUDENTS IN SCHOOLS

### Subpart A—Purposes; Definitions

**SEC. 23211. PURPOSES.**

The purposes of this part are to—

(1) eliminate the use of corporal punishment in schools;

(2) ensure, regardless of sexual orientation, gender identity or expression, sex, race, color, national origin, disability, or religion, the health and safety of all students and program personnel in schools and promote a positive school climate and culture;

(3) assist States, local educational agencies, and schools in improving school climate and culture by implementing positive behavioral interventions and supports, and other models (including models such as restorative justice interventions, trauma-informed care, multi-tiered system of supports, crisis and de-escalation interventions, implicit bias training, and culturally responsive teaching), to address student behavior and work to eliminate the use of exclusionary and aversive discipline practices or interventions;

(4) ensure all program personnel have the supports and training necessary to implement positive

behavioral interventions and supports and other models to address student behavior and improve school climate and culture; and

(5) collect and analyze data on exclusionary and aversive discipline practices or interventions in schools.

**SEC. 23212. DEFINITIONS.**

In this part:

(1) CORPORAL PUNISHMENT.—The term ''corporal punishment'' means, with respect to a student, a deliberate act which causes the student to feel physical pain for the purpose of discipline, including an act of physical force, such as striking, spanking, or paddling, inflicted on a student's body, requiring a student to assume a painful physical position, or the use of chemical sprays, electroshock weapons, or stun guns on a student's body.

(2) MODEL.—The term ''model'' means an activity, strategy, framework, or intervention that is evidence-based, to the extent practicable.

(3) POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS.—The term ''positive behavioral interventions and supports''—

(A) means a schoolwide, systematic approach that embeds evidence-based practices

and data-driven decision making to improve school climate and culture in order to achieve improved academic and social outcomes and increase learning for all students (including students with the most complex and intensive behavioral needs); and

(B) encompasses a range of systemic and individualized positive strategies to teach and reinforce school-expected behaviors, while discouraging and diminishing undesirable behaviors.

(4) PROGRAM.—The term ''program'' means—

(A) all of the operations of a local educational agency, system of vocational education, or other school system;

(B) a program that serves children who receive services for which financial assistance is provided in accordance with the Head Start Act (42 U.S.C. 9831 et seq.); or

(C) an elementary school or secondary school that is not a public school that enrolls a student who receives special education and related services under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

(5) PROGRAM PERSONNEL.—

(A) IN GENERAL.—Subject to subparagraph (B), the term ''program personnel'' means any agent of a program, including an individual who is employed by a program, or who performs services for a program on a contractual basis, including—

(i) school leaders;

(ii) teachers;

(iii) specialized instructional support personnel;

(iv) paraprofessionals; or

(v) other staff.

(B) EXCLUSION.—Notwithstanding subparagraph (A), program personnel shall not include a law enforcement officer or a school security guard.

(6) PROTECTION AND ADVOCACY SYSTEM.—The term ''protection and advocacy system'' means a protection and advocacy system established under section 143 of the Developmental Disabilities Assistance and Bill of Rights Act of 2000 (42 U.S.C. 15043).

(7) LAW ENFORCEMENT OFFICER.—The term ''law enforcement officer''—

(A) means any person who—

(i) is a State, Tribal, or local law enforcement officer (as defined in section 1204 of title I of the Omnibus Crime Control and Safe Streets Act of 1968 (34 U.S.C. 10284)); and

(ii) is assigned by the employing law enforcement agency to a program, who is contracting with a program, or who is employed by a program; and

(B) includes an individual referred to as a ''school resource officer'' if that individual meets the definition in subparagraph (A).

(8) SCHOOL SECURITY GUARD.—The term ''school security guard'' means an individual who is not a sworn law enforcement officer and who is responsible for addressing one or more of the following safety and crime prevention activities in and around a program:

(A) Assisting program personnel in safety incidents.

(B) Educating students in crime and illegal drug use prevention and safety.

(C) Developing or expanding community justice initiatives for students.

(D) Training students in conflict resolution and supporting restorative justice programs.

(E) Serving as a liaison between the program and outside agencies, including other law enforcement agencies.

(F) Screening students or visitors to the program for prohibited items.

(9) STUDENT.—The term ''student'' means an individual enrolled in a program.

## Subpart B—Prohibition of Corporal Punishment

### SEC. 23221. PROHIBITION OF CORPORAL PUNISHMENT.

(a) PROHIBITION.—No student shall be subjected to corporal punishment by program personnel, a law enforcement officer, or a school security guard under any program which receives Federal financial assistance.

(b) PRIVATE RIGHT OF ACTION.—A student who has been subjected to corporal punishment by program personnel, a law enforcement officer, or a school security guard in violation of subsection (a), or the parent of such student, may file a civil action in any Federal or State court of competent jurisdiction against the program under which the violation is alleged to have occurred for attorneys' fees, expert fees, injunctive relief, and compensatory damages.

**SEC. 23222. CIVIL ACTIONS BY THE ATTORNEY GENERAL.**

Whenever the Attorney General receives a complaint in writing signed by a parent (including a legal guardian) or a group of parents (including legal guardians) alleging that a program which receives Federal financial assistance is in violation of the prohibition under section 23221 with respect to a minor child of such a parent and the Attorney General believes the complaint is meritorious, the Attorney General is authorized, after giving notice of such complaint to the appropriate program and certifying that the Attorney General is satisfied that such program has had a reasonable time to adjust the conditions alleged in such complaint, to institute for or in the name of the United States a civil action in any appropriate district court of the United States against such parties and for such relief as may be appropriate, and such court shall have and shall exercise jurisdiction of proceedings instituted pursuant to this section. The Attorney General may implead as defendants such additional parties as are or become necessary to the grant of effective relief hereunder.

**SEC. 23223. ENFORCEMENT BY THE OFFICE FOR CIVIL RIGHTS.**

(a) REFERRAL TO OFFICE FOR CIVIL RIGHTS.—The Secretary shall refer any complaint alleging a violation of section 24211(a) to the Office for Civil Rights of the Department of Education for an investigation.

(b) PROCESS FOR REFERRAL.—Not later than 90 days after the date of the enactment of this Act, the Secretary shall develop and implement a procedure for receiving a complaint alleging a violation of section 24211(a).

(c) FAILURE TO COMPLY.—In the event that a program has failed to comply with section 24211(a), the Secretary shall carry out at least one of the following:

(1) Withhold from such program, in whole or in part, further payments (including payments for administrative costs) under an applicable program (as such term is defined in section 400(c) of the General Education Provisions Act (20 U.S.C. 1221(c))) in accordance with section 455 of such Act (20 U.S.C. 1234d).

(2) Enter into a compliance agreement in accordance with section 457 of the General Education Provisions Act (20 U.S.C. 1234f).

(3) Issue a complaint to compel compliance of such program through a cease and desist order, in the same manner the Secretary is authorized to take such action under section 456 of the General Education Provisions Act (20 U.S.C. 1234c).

(d) CESSATION OF WITHHOLDING OF FUNDS.—If the Secretary determines (whether by certification or other appropriate evidence) that a program that is subject to

the withholding of payments under subsection (c)(1) of this section has cured the failure providing the basis for the withholding of payments on a date that is within 1 year from the date on which such payments were first withheld, the Secretary shall—

(1) cease the withholding of payments with respect to that program under such subsection; and

(2) reimburse all the withheld payments under such subsection to such program.

(e) WITHHELD FUNDS.—The funds appropriated or made available for the payments that were withheld under subsection (c)(1) shall be available for expenditure to that program pursuant to this subsection for up to 1 year from the date upon which the determination in subsection (d) was made.

(f) RULE OF CONSTRUCTION.—Nothing in this section shall be construed to limit the Secretary's authority under the General Education Provisions Act (20 U.S.C. 1221 et seq.).

**SEC. 23224. PARENT NOTIFICATION AND PROTECTION AND ADVOCACY SYSTEMS.**

(a) NOTIFICATION.—If a student is subject to corporal punishment committed by program personnel, a law enforcement officer, or a school security guard at a program, the program serving such student shall notify, in

writing, not later than 24 hours after such use of force occurs, the facts of such use of force to—

(1) the parent or parents of such student;

(2) the State educational agency; and

(3) the local law enforcement agency.

(b) NOTIFICATION FOR STUDENTS WITH DISABILITIES.—In the case of a student described in subsection (a) who is an individual with a disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)) the program serving such student shall—

(1) in addition to the notification described in such subsection, notify, in writing, not later than 24 hours after the use of force described in such subsection occurs, the facts of such use of force to the relevant protection and advocacy system; and

(2) provide any information to the relevant protection and advocacy system that the protection and advocacy system may require.

(c) RESTATEMENT OF AUTHORITY.—Protection and advocacy systems shall have the same authorities and rights provided under subtitle C of title I of the Developmental Disabilities Assistance and Bill of Rights Act of 2000 (42 U.S.C. 15041 et seq.) with respect to protections provided for students under this part when such students

are otherwise eligible to be clients of the protection and advocacy system, including investigating, monitoring, and enforcing such protections.

## Subpart C—State Activities and Grant Program

### SEC. 23231. STATE PLAN AND ENFORCEMENT.

(a) STATE REQUIREMENTS.—In accordance with the schedule specified in subsection (c), each State educational agency that receives Federal financial assistance shall provide to the Secretary—

(1) in the case of a State that did not prohibit corporal punishment in schools before the date of enactment of this Act, a written assurance that—

(A) all programs located in such State have been notified of the requirements of this part;

(B) all program personnel of such State educational agency have received training with respect to such requirements;

(C) parents of students served by such State educational agency have been notified of the requirements, rights, and remedies available under this part; and

(D) the notification required under subparagraph (C) is publicly available on the website of the State educational agency;

(2) in the case of a State that prohibited corporal punishment in schools before the date of enactment of this Act, a written assurance that all programs located in such State have been notified of the requirements of this part; and

(3) a school climate report that includes a description of—

(A) the policies and procedures of the State educational agency with respect to exclusionary and aversive discipline practices or interventions in such schools;

(B) how the State educational agency plans to implement, is implementing, or has implemented positive behavioral interventions and supports and other models to address student behavior and reduce the use of exclusionary and aversive discipline practices or interventions in the public elementary and secondary schools of such State as required under section 1111(g)(1)(C) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(g)(1)(C)); and

(C) efforts of the State educational agency to ensure program personnel receive the supports and training necessary to implement the

interventions, supports, and other models described in subparagraph (B).

(b) LOCAL EDUCATIONAL AGENCY REQUIREMENTS.—In accordance with the schedule specified in subsection (c), each local educational agency shall submit to the State educational agency a report that includes the information the State educational agency determines necessary to comply with the requirements of subsection (a).

(c) SUBMISSION SCHEDULE.—States and local educational agencies shall make the submissions required under subsections (a) and (b) as follows:

(1) The initial submissions shall be made not later than 1 year after the date of enactment of this Act and on an annual basis during each of the 3 years following the year of the first submission.

(2) After the expiration of the 3-year period described in paragraph (1), subsequent submissions shall be made not less frequently than once every 2 years.

(d) REPORT.—For each year in which the Secretary receives submissions from States in accordance with the schedule specified in subsection (c), the Secretary shall—

(1) submit to the Committee on Education and Workforce of the House of Representatives and the Committee on Health, Education, Labor, and Pen-

sions of the Senate a report summarizing the findings of the school climate reports received from States for such year; and

(2) make the school climate reports publicly available.

(e) ENFORCEMENT.—

(1) IN GENERAL.—

(A) USE OF REMEDIES.—If a State educational agency fails to comply with subsection (a), the Secretary shall carry out at least one of the following:

(i) Withhold, in whole or in part, further payments under an applicable program (as such term is defined in section 400(c) of the General Education Provisions Act (20 U.S.C. 1221(c))) in accordance with section 455 of such Act (20 U.S.C. 1234d).

(ii) Enter into a compliance agreement in accordance with section 457 of the General Education Provisions Act (20 U.S.C. 1234f).

(iii) Issue a complaint to compel compliance of the State educational agency through a cease and desist order, in the

same manner the Secretary is authorized to take such action under section 456 of the General Education Provisions Act (20 U.S.C. 1234e).

(B) CESSATION OF WITHHOLDING OF FUNDS.—If the Secretary determines (whether by certification or other appropriate evidence) that a State educational agency that is subject to the withholding of payments under subparagraph (A)(i) has cured the failure providing the basis for the withholding of payments within 1 year from the date on which such payments were first withheld, the Secretary shall—

(i) cease the withholding of payments with respect to the State educational agency under such subparagraph; and

(ii) reimburse all the withheld payments under such subparagraph to such State educational agency.

(2) WITHHELD FUNDS.—The funds appropriated or made available for the payments that were withheld under paragraph (1)(A)(i) shall be available for expenditure to that program pursuant to this paragraph for up to 1 year from the date

upon which the determination in paragraph (1)(B) was made.

(3) RULE OF CONSTRUCTION.—Nothing in this subsection shall be construed to limit the Secretary's authority under the General Education Provisions Act (20 U.S.C. 1221 et seq.).

**SEC. 23232. GRANT AUTHORITY.**

(a) IN GENERAL.—From the amount appropriated under section 24236, the Secretary may award grants to State educational agencies to improve school climate and culture by implementing positive behavioral interventions and supports and other models to address student behavior and reduce the use of exclusionary and aversive discipline practices or interventions in public elementary schools and secondary schools.

(b) DURATION OF GRANT.—

(1) IN GENERAL.—A grant under this section shall be awarded to a State educational agency for a 3-year period.

(2) REAPPLICATION.—At the end of a grant period described in paragraph (1), a State educational agency desiring a subsequent grant under this section may be eligible for such grant if such State educational agency—

(A) submits an application under subsection (c); and

(B) demonstrates—

(i) that such State educational agency effectively used grant funds to carry out the required activities under subsection (e) during the previous grant period; and

(ii) with respect to such State educational agency, a decrease in at least one of the following:

(I) Exclusionary and aversive discipline practices or interventions, including in-school suspensions, out-of-school suspensions, and expulsions.

(II) School-related arrests.

(III) Referrals of students to law enforcement.

(3) DATA.—A State educational agency shall, with respect to the data used under paragraph (2)(B)(ii)—

(A) cross-tabulate such data and disaggregate by race, gender, disability, and English learner status; and

(B) redact all personally identifiable information from such data.

(c) APPLICATION.—

(1) IN GENERAL.—Each State educational agency desiring a grant under this section shall submit an application to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may require, including—

(A) information on how the State educational agency will carry out the required activities specified in subsection (e);

(B) a description of how the State educational agency will improve school climate and culture by reducing the use of exclusionary and aversive discipline practices or interventions;

(C) a description of how the State educational agency will implement positive behavioral interventions and supports, and other models (including models such as restorative justice interventions, trauma-informed care, multi-tiered system of supports, crisis and de-escalation interventions, implicit bias training, and culturally responsive teaching), to address student behavior and work to eliminate the use of exclusionary and aversive discipline practices or interventions; and

(D) a description of how the State educational agency will develop and implement high-quality training for program personnel designed to improve school climate and culture and increase the use of positive behavioral interventions and supports and other models to address student behavior and reduce the use of exclusionary and aversive discipline practices or interventions.

(2) PRIORITY.—In awarding grants under this section, the Secretary shall give priority to State educational agencies—

(A) with a high percentage of in-school suspensions, out-of-school suspensions, expulsions, school-related arrests, and referrals of students to law enforcement;

(B) that lack positive behavioral interventions and supports and other models to improve school climate and culture; or

(C) that are in most need of assistance relating to improving school climate and culture by reducing the use of exclusionary and aversive discipline practices or interventions, as determined by the Secretary.

(d) AUTHORITY TO MAKE SUBGRANTS.—

(1) IN GENERAL.—A State educational agency receiving a grant under this section may use such grant funds to award subgrants, on a competitive basis in accordance with subsection (e)(2), to local educational agencies.

(2) APPLICATION.—A local educational agency desiring to receive a subgrant under this section shall submit an application to the applicable State educational agency at such time, in such manner, and containing such information as the State educational agency may require, including the information described in subparagraphs (A) through (D) of subsection (c)(1) with respect to the local educational agency.

(e) REQUIRED ACTIVITIES.—

(1) IN GENERAL.—A State educational agency receiving a grant, or a local educational agency receiving a subgrant, under this section shall use such grant or subgrant funds to carry out the following:

(A) Developing and implementing high-quality training for program personnel designed to—

(i) improve school climate and culture;

(ii) increase use of positive behavioral interventions and supports and other models to address student behavior; and

(iii) reduce the use of exclusionary and aversive discipline practices or interventions and the discriminatory and disproportionate impact such practices have on students based on their race, ethnicity, gender, or disability.

(B) Providing technical assistance to improve school climate and culture by implementing positive behavioral interventions and supports, and other models (including models such as restorative justice interventions, trauma-informed care, multi-tiered system of supports, crisis and de-escalation interventions, implicit bias training, and culturally responsive teaching), to address student behavior and work to eliminate the use of exclusionary and aversive discipline practices or interventions.

(C) Researching, developing, implementing, and evaluating models, policies, and procedures to reduce the use of exclusionary and aversive discipline practices or interventions in public elementary schools and secondary schools.

(2) PRIORITY.—A State educational agency or local educational agency shall prioritize carrying out the activities specified in subparagraphs (A) through (C) of paragraph (1) in public elementary schools and secondary schools—

(A) in which a disproportionately high percentage of students who have been subjected to disciplinary proceedings or have otherwise experienced the application of such a school's discipline policies, practices, and procedures, relative to such school's total student population, are students of color or students with disabilities (as defined in section 602 of the Individuals with Disabilities Education Act (20 U.S.C. 1401));

(B) with a high percentage of in-school suspensions, out-of-school suspensions, expulsions, school-related arrests, and referrals of students to law enforcement;

(C) that lack positive behavioral interventions and supports and other models to improve school climate and culture; or

(D) that have demonstrated meaningful community engagement in selecting models to improve school climate and culture.

(f) EVALUATION AND REPORT.—

(1) LOCAL EDUCATIONAL AGENCY REPORTS.—Each local educational agency receiving a subgrant under this section shall, at the end of the grant period for such subgrant, prepare and submit to the State educational agency a report that—

(A) evaluates the progress of the local educational agency toward carrying out the required activities under subsection (e); and

(B) includes any additional information the State educational agency determines necessary to complete the report required under paragraph (2).

(2) STATE EDUCATIONAL AGENCY REPORTS.—Each State educational agency receiving a grant under this section shall, at the end of the 3-year grant period for such grant, prepare and submit to the Secretary a report that—

(A) evaluates the State's progress toward carrying out the required activities under subsection (e);

(B) includes data on the impact of the grant program on school climate and culture during such grant period, including, with re-

spect to the State educational agency, data on the prevalence of, and increase or decrease in—

(i) exclusionary and aversive discipline practices or interventions, including in-school suspensions, out-of-school suspensions, and expulsions;

(ii) school-related arrests; and

(iii) student referrals to law enforcement;

(C) includes the number of high-quality school climate and culture trainings conducted for program personnel during such grant period;

(D) describes the models implemented to improve school climate and culture during such grant period;

(E) specifies the number of subgrants made under subsection (d) and the local educational agencies that were awarded such subgrants; and

(F) includes such information as the Secretary may require.

(3) DATA.—A State educational agency shall, with respect to the data described in paragraph (2)(B)—

(A) cross-tabulate and disaggregate the data in the same manner as under subsection (b)(3)(A); and

(B) redact all personally identifiable information from such data.

(4) PUBLICATION.—Not later than 1 year after receiving a report under paragraph (2), the Secretary shall make the report publicly available on the website of the Department of Education.

(g) FUNDS AVAILABLE FOR THE DEPARTMENT OF THE INTERIOR.—From the amount appropriated under section 24236, the Secretary shall allocate—

(1) 0.5 percent of such funds to the Secretary of the Interior for activities under this section with respect to schools operated or funded by the Department of the Interior, under such terms and conditions as the Secretary may prescribe; and

(2) 0.5 percent of such funds for activities under this section with respect to schools operated in the outlying areas, under such terms and conditions as the Secretary may prescribe.

## Subpart D—Additional Provisions

### SEC. 23241. FEDERAL REGULATIONS.

(a) IN GENERAL.—Not later than 180 days after the date of the enactment of this Act, the Secretary shall issue

such regulations as are necessary to reasonably ensure compliance with this part.

(b) NEGOTIATED RULEMAKING PROCESS.—In carrying out subsection (a), the Secretary shall use a negotiated rulemaking process described in section 1601 and section 1602 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6571; 6572) except subparagraph (A) of subsection (b)(3) of such section 1601 shall apply by substituting ''establish a negotiated rulemaking process;'' for the text of such subparagraph.

**SEC. 23242. OTHER SCHOOLS.**

(a) DEPARTMENT OF DEFENSE.—The Secretary of Defense shall ensure that schools operated or funded by the Department of Defense Education Activity or otherwise operated or funded by the Department of Defense for the education of military-connected dependents comply with the regulations promulgated by the Secretary pursuant to this part.

(b) DEPARTMENT OF INTERIOR.—The Secretary of the Interior shall ensure that schools operated or funded by the Department of the Interior comply with the regulations promulgated by the Secretary pursuant to this part.

**SEC. 23243. LIMITATION OF AUTHORITY.**

(a) IN GENERAL.—Nothing in this part shall be construed—

(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 polices 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 enforcement of title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.), title IX of the Education Amendments 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.

**SEC. 23244. APPLICABILITY TO PRIVATE SCHOOLS AND HOME SCHOOLS.**

(a) PRIVATE SCHOOLS.—Nothing in this part shall be construed to affect any private school that does not

receive, or does not serve students who receive, support in any form from any program or activity supported, in whole or in part, with Federal funds.

(b) HOME SCHOOLS.—Nothing in this part shall be construed to—

(1) affect a home school, whether or not a home school is treated as a private school or home school under State law; or

(2) consider parents who are schooling a child at home as program personnel.

**SEC. 23245. SEVERABILITY.**

If any provision of this part or the application of such provision to any person or circumstance is held to be unconstitutional, the remaining provisions of this part and the application of such provisions to any person or circumstance shall not be affected thereby.

**SEC. 23246. AUTHORIZATION OF APPROPRIATIONS.**

There are authorized to be appropriated such sums as may be necessary to carry out this part for fiscal year 2027 and each fiscal year thereafter.

## PART 3—KEEPING ALL STUDENTS SAFE

**SEC. 23301. DEFINITIONS.**

In this part:

(1) CHEMICAL RESTRAINT.—The term ''chemical restraint'' means a drug or medication used on

a student to control behavior or restrict freedom of movement that is not—

(A) prescribed by a licensed physician, or other qualified health professional acting under the scope of authority of such physician under State law, for the standard treatment of the medical or psychiatric condition of a student; and

(B) administered as prescribed by the licensed physician or other qualified health professional acting under the scope of authority of such physician or professional under State law.

(2) LAW ENFORCEMENT OFFICER.—The term ''law enforcement officer''—

(A) means any person who—

(i) is a State, Tribal, or local law enforcement officer (as defined in section 1204 of title I of the Omnibus Crime Control and Safe Streets Act of 1968 (34 U.S.C. 10284)); and

(ii) is assigned by the employing law enforcement agency to a program, who is contracting with a program, or who is employed by a program; and

(B) includes an individual referred to as a ''school resource officer'' if that individual meets the definition in subparagraph (A).

(3) MECHANICAL RESTRAINT.—The term ''mechanical restraint'' means the use of a device as a means of restricting the freedom of movement of a student.

(4) PHYSICAL ESCORT.—The term ''physical escort'' means the temporary touching or holding of the hand, wrist, arm, shoulder, or back of a student who is acting out for the purpose of inducing such student to walk to a safe location.

(5) PHYSICAL RESTRAINT.—The term ''physical restraint'' means a personal restriction that immobilizes or reduces the ability of an individual to move freely the arms, legs, torso, or head of such individual, except that such term does not include a physical escort, mechanical restraint, or chemical restraint.

(6) POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS.—The term ''positive behavioral interventions and supports''—

(A) means a schoolwide, systematic approach that embeds evidence-based practices and data-driven decision making to improve

school climate and culture in order to achieve improved academic and social outcomes and increase learning for all students (including students with the most complex and intensive behavioral needs); and

(B) encompasses a range of systemic and individualized positive strategies to teach and reinforce school-expected behaviors, while discouraging and diminishing undesirable behaviors.

(7) PROGRAM.—The term ''program'' means—

(A) all of the operations of a local educational agency, system of vocational education, or other school system;

(B) a program that serves children who receive services for which financial assistance is provided in accordance with the Head Start Act (42 U.S.C. 9831 et seq.); or

(C) an elementary school or secondary school that is not a public school that enrolls a student who receives special education and related services under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

(8) PROGRAM PERSONNEL.——

(A) IN GENERAL.—Subject to subparagraph (B), the term ''program personnel'' means any agent of a program, including an individual who is employed by a program, or who performs services for a program on a contractual basis, including—

(i) school leaders;

(ii) teachers;

(iii) specialized instructional support personnel;

(iv) paraprofessionals; or

(v) other staff.

(B) EXCLUSION.—Notwithstanding subparagraph (A), program personnel shall not include a law enforcement officer or a school security guard.

(9) PROTECTION AND ADVOCACY SYSTEM.—The term ''protection and advocacy system'' means a protection and advocacy system established under section 143 of the Developmental Disabilities Assistance and Bill of Rights Act of 2000 (42 U.S.C. 15043).

(10) SCHOOL SECURITY GUARD.—The term ''school security guard'' means an individual who is not a sworn law enforcement officer and who is re-

sponsible for addressing one or more of the following safety and crime prevention activities in and around a program:

(A) Assisting program personnel in safety incidents.

(B) Educating students in crime and illegal drug use prevention and safety.

(C) Developing or expanding community justice initiatives for students.

(D) Training students in conflict resolution and supporting restorative justice programs.

(E) Serving as a liaison between the program and outside agencies, including other law enforcement agencies.

(F) Screening students or visitors to the program for prohibited items.

(11) SECLUSION.—The term ''seclusion'' means the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving, except that such term does not include a time out.

(12) SPECIAL EDUCATION SCHOOL.—The term ''special education school'' means a school that focuses primarily on serving the needs of students with disabilities under the Individuals with Disabil-

ities Education Act (20 U.S.C. 1400 et seq.) or section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794).

(13) STATE-APPROVED CRISIS INTERVENTION TRAINING PROGRAM.—The term ''State-approved crisis intervention training program'' means a training program approved by a State and the Secretary that, at a minimum, provides—

(A) training in evidence-based techniques shown to be effective in the prevention of physical restraint;

(B) evidence-based skills training related to positive behavioral interventions and supports, safe physical escort, conflict prevention, understanding antecedents, de-escalation, and conflict management;

(C) training in evidence-based techniques shown to be effective in keeping both school personnel and students safe when imposing physical restraint;

(D) training in first aid and cardiopulmonary resuscitation;

(E) information describing State policies and procedures to ensure compliance with section 24311; and

(F) certification for school personnel, law enforcement officers, and school security guards in the techniques and skills described in subparagraphs (A) through (D), which shall be required to be renewed on a periodic basis.

(14) STUDENT.—The term ''student'' means—

(A) for purposes of subpart B, a student enrolled in a program; and

(B) for purposes of subpart C, a student enrolled in an elementary school or secondary school.

(15) TIME OUT.—

(A) IN GENERAL.—The term ''time out'' means a behavior management technique that may involve the separation of the student from the group or classroom in a non-locked setting.

(B) CLARIFICATION.—The term ''time out'' does not include—

(i) seclusion; or

(ii) a separation of the student described in subparagraph (A) from which such student is physically or otherwise prohibited from leaving.

## Subpart A—Prohibition on Restraint and Seclusion; Additional Requirements

### SEC. 23311. PROHIBITION; ADDITIONAL REQUIREMENTS.

(a) PROHIBITION.—No student shall be subjected to unlawful seclusion or restraint by program personnel, a law enforcement officer, or a school security guard, while attending any program that receives Federal financial assistance.

(b) UNLAWFUL SECLUSION OR RESTRAINT DEFINED.—

(1) IN GENERAL.—In this section, the term ''unlawful seclusion or restraint'' means—

(A) seclusion;

(B) mechanical restraint;

(C) chemical restraint;

(D) physical restraint or physical escort that is life threatening, that restricts breathing, or that restricts blood flow to the brain, including prone and supine restraint;

(E) physical restraint that is contraindicated based on the disability, health care needs, or medical or psychiatric condition of the student, as documented in—

(i) a health care directive or medical management plan;

(ii) a behavior intervention plan;

(iii) an individualized education program or an individualized family service plan (as defined in section 602 of the Individuals with Disabilities Education Act (20 U.S.C. 1401));

(iv) a plan developed pursuant to section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) or title II of the Americans with Disabilities Act of 1990 (42 U.S.C. 12131 et seq.); or

(v) another relevant record made available to the State or program involved; or

(F) physical restraint that is not in compliance with subsection (e)(1).

(2) NOT INCLUDED.—The term ''unlawful seclusion or restraint'' shall not include—

(A) a time out; or

(B) a device implemented by trained school personnel, or utilized by a student, for the specific and approved therapeutic or safety purposes for which such devices were designed and, if applicable, prescribed, provided that such devices are not used to purposefully cause a stu-

dent pain as a means of behavioral modification, including—

(i) restraints for medical immobilization;

(ii) adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; or

(iii) vehicle safety restraints when used as intended during the transport of a student in a moving vehicle.

(c) PRIVATE RIGHT OF ACTION.—

(1) IN GENERAL.—A student who has been subjected to unlawful seclusion or restraint in violation of subsection (a), or the parent of such student, may file a civil action against the program under which the violation is alleged to have occurred in an appropriate district court of the United States or in State court for declaratory judgement, injunctive relief, compensatory relief, attorneys' fees, or expert fees.

(2) LIMITATION ON LIABILITY.—Program personnel shall not be liable to any person in a pro-

ceeding described in paragraph (1) or in an arbitration proceeding for a violation of subsection (a).

(3) NO SOVEREIGN IMMUNITY.—No program shall be immune under the Eleventh Amendment of the Constitution of the United States from suit in Federal or State court for a violation of subsection (a) of this section.

(d) ENFORCEMENT.—

(1) INVESTIGATIONS.—

(A) IN GENERAL.—The Secretary shall address any complaints alleging a violation of subsection (a) by an entity described in subparagraphs (A) or (C) of section 24301(8) for an appropriate investigation.

(B) HEAD START.—The Secretary of Health and Human Services shall address any complaints alleging a violation of subsection (a) by an entity described in section 24301(8)(B) for an appropriate investigation.

(2) WITHHOLDING PAYMENTS.—In the event a student has been subjected to unlawful seclusion or restraint in violation of subsection (a), the Secretary shall withhold from the program under which the violation occurred, in whole or in part, further payments (including payments for administrative costs)

in accordance with section 455 of the General Education Provisions Act (20 U.S.C. 1234d).

(3) HEAD START PROGRAMS.—The Secretary of Health and Human Services, in coordination with the Secretary, shall—

(A) ensure that entities described in section 24301(8)(B) meet the requirements described in subsection (e);

(B) promulgate regulations with respect to how the reporting requirements described in section 24322(b) shall be carried out with respect to Head Start agencies (including Early Head Start agencies) under the Head Start Act (42 U.S.C. 9831 et seq.); and

(C) in the event a student served by a program that serves children who receive services for which financial assistance is provided in accordance with the Head Start Act (42 U.S.C. 9831 et seq.) has been subjected to unlawful seclusion or restraint in violation of subsection (a), withhold from the program under which the violation occurred, in whole or in part, further payments (including payments for administrative costs) in accordance with section 646 of the Head Start Act (42 U.S.C. 9841).

(e) ADDITIONAL REQUIREMENTS.—The Secretary shall ensure that each program that receives Federal financial assistance meets the following requirements:

(1) PHYSICAL RESTRAINT.—The use of physical restraint by any program personnel, a school security guard, or a law enforcement officer shall be considered in compliance with the requirements of this subsection only if each of the following requirements are met:

(A) The behavior of the student poses an imminent danger of serious physical injury to the student, program personnel, a school security guard, a law enforcement officer, or another individual.

(B) Before using physical restraint, less restrictive interventions would be ineffective in stopping such imminent danger of serious physical injury.

(C) Such physical restraint is imposed by—

(i) program personnel, a school security guard, or a law enforcement officer trained and certified by a State-approved crisis intervention training program; or

(ii) program personnel, a school security guard, or a law enforcement officer not trained and certified as described in clause (i), in the case of a rare and clearly unavoidable emergency circumstance when program personnel, a school security guard, or a law enforcement officer trained and certified as described in clause (i) is not immediately available due to the unforeseeable nature of the emergency circumstance.

(D) Such physical restraint ends immediately upon the cessation of the imminent danger of serious physical injury to the student, any program personnel, a school security guard, a law enforcement officer, or another individual.

(E) The physical restraint does not interfere with the ability of the student to communicate in the primary language or primary mode of communication of such student.

(F) During the physical restraint, the least amount of force necessary is used to protect the student or others from the threatened injury.

(2) TRAINING.—Each State, in consultation with program officials and State Directors of Head

Start Collaboration (as described in section 642B of the Head Start Act (42 U.S.C. 9837b)), shall ensure that a sufficient number of program personnel are trained and certified by a State-approved crisis intervention training program to meet the needs of the specific student population in each program.

(3) PROHIBITION ON PLANNED INTERVENTION.—The use of physical restraint as a planned intervention shall not be written into the education plan, individual safety plan, behavioral intervention plan, or individualized education program (as defined in section 602 of the Individuals with Disabilities Education Act (20 U.S.C. 1401)) of a student, except that a program may establish policies and procedures for use of physical restraint in program safety or crisis plans, provided that such a plan is not specific to any individual student.

(4) PROCEDURES FOLLOWING PHYSICAL RESTRAINT.—Each program shall establish procedures to be followed after an incident involving the imposition of physical restraint upon a student, which shall include each of the following:

(A) Procedures to provide to the parent of the student, with respect to such incident—

(i) an immediate verbal or electronic communication, as soon as is practicable and not later than the same day as the incident; and

(ii) written notification, as soon as is practicable, and not later than 24 hours after the incident that shall include, at minimum—

(I) a description of the incident, including precipitating events;

(II) positive interventions used prior to restraint;

(III) the length of time of restraint; and

(IV) a description of the serious physical injury of the student or others that occurred or was about to occur that necessitated the use of restraint.

(B) A meeting between the parent of the student and the program, as soon as is practicable, and not later than 5 school days following the incident (unless such meeting is delayed by written mutual agreement of the parent and the program)—

(i) which meeting shall include, at a minimum—

(I) the parent of such student;

(II) the student involved (if appropriate);

(III) the program personnel, law enforcement officer, or school security guard who imposed the restraint;

(IV) a teacher of such student;

(V) a program leader of such student; and

(VI) an expert on behavior interventions, who may be a special education teacher;

(ii) the purpose of which shall be to discuss the incident, as described by both the student and the program personnel, law enforcement officer, or school security guard involved, including—

(I) any precipitating events;

(II) how the incident occurred; and

(III) prior positive behavioral interventions and supports used to de-escalate the situation; and

(iii) which meeting shall include—

(I) the discussion of proactive strategies to prevent future need for the use of physical restraint;

(II)(aa) for a student identified as eligible to receive accommodations under section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) or title II of the Americans with Disabilities Act of 1990 (42 U.S.C. 12131 et seq.), or accommodations or special education or related services under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), a discussion of the need for a functional behavioral assessment and a behavior intervention plan; or

(bb) for a student not identified as eligible to receive accommodations under the provisions of law described in item (aa), evidence of a referral for such accommodations or special education or related services, or documentation of the basis for declining to

make such a referral for the student; and

(III) providing to the parent, for use during the meeting, a written statement from each adult witness who was in the proximity of the student immediately before and during the time of the physical restraint, but was not directly involved in such restraint.

## Subpart B—State Plan; Reporting Requirements; Grants for State Educational Agencies

### SEC. 23321. DEFINITIONS.

In this subpart:

(1) SCHOOL.—The term ''school'' means an elementary school, secondary school, or special education school.

(2) HEAD START PROGRAM.—The term ''Head Start program'' means a program that serves children who receive services for which financial assistance is provided in accordance with the Head Start Act (42 U.S.C. 9831 et seq.).

### SEC. 23322. STATE PLAN.

(a) STATE PLAN.—Not later than 2 years after the date of enactment of this Act and each year thereafter,

each State educational agency shall submit to the Secretary a State plan that provides—

(1) demonstrations to the Secretary that the State has in effect—

(A) State policies and procedures that comply with section 24311, including with respect to State-approved crisis intervention training programs; and

(B) a State mechanism to effectively monitor and enforce compliance with section 24311;

(2) a description of the State policies and procedures, including a description of the State-approved crisis intervention training programs in such State and how the State ensures accurate and timely reporting to the Department of Education;

(3) a description of the State plan to ensure program personnel, students, and parents (including private school personnel, students, and parents) are aware of the State policies and procedures;

(4) a description of the State activities described in the State's plan under section 1111(g) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(g)) that reduce aversive behavioral interventions and improve school conditions;

(5) for public comment—

(A) not less than 60 days prior to submission of the State plan, which shall provide stakeholders with the opportunity to provide written comments on the State plan, which shall be included in the State plan, including—

(i) how the policies and procedures comply with section 24311;

(ii) the policies and procedures related to State-approved crisis intervention programs;

(iii) training provided to program personnel; and

(iv) notification procedures for parents; and

(B) notice of which shall be provided in an accessible format, which is compliant with the most recent Web Content Accessibility Guidelines, or successor guidelines, for stakeholders and posted on a website;

(6) written response to the public comments provided by stakeholders under paragraph (5); and

(7) a description of State oversight of schools that includes—

(A) monitoring use of restraint in the schools;

(B) monitoring compliance with the prohibition on seclusion in schools;

(C) not less than every 6 months, discussions between State educational agency officials and school leaders to examine the progress of reducing the use of physical restraint in schools;

(D) not less than annual site visits to the special education schools in the State; and

(E) technical assistance to focus on the use of proactive, positive behavioral interventions and supports.

(b) REPORTING.—

(1) REPORTING REQUIREMENTS.—Not later than 2 years after the date of enactment of this Act, and each year thereafter—

(A) each State educational agency shall (in compliance with the requirements of section 444 of the General Education Provisions Act (commonly known as the Family Educational Rights and Privacy Act of 1974) (20 U.S.C. 1232g)) prepare and submit to the Secretary, and make available to the public, a report that includes the information described in paragraph (2), with respect to each local educational agen-

cy, each special education school, and each school not under the jurisdiction of a local educational agency, located in the same State as such State educational agency; and

(B) each Head Start agency (including each Early Head Start agency) designated under the Head Start Act (42 U.S.C. 9831 et seq.) shall prepare and submit to the Secretary and the Secretary of Health and Human Services, and make available to the public, a report that includes the information described in paragraph (2), except that—

(i) such information shall be provided with respect to each program served by the agency and with respect to children enrolled in Head Start programs; and

(ii) the information described in subclause (II)(bb), subclause (III), and subclause (IV) of paragraph (2)(B)(i) shall not be required.

(2) INFORMATION REQUIREMENTS.—

(A) GENERAL INFORMATION REQUIREMENTS.—The report described in paragraph (1) shall include with respect to physical restraint

imposed upon students in the preceding full academic or program year—

(i) the total number of such incidents;

(ii) the total number of students upon whom such physical restraint was imposed;

(iii) in the case in which such physical restraint was imposed more than twice upon a student, the number of times such student or child was so restrained; and

(iv) the total number of such incidents where the use of physical restraint is referred to law enforcement.

(B) DISAGGREGATION.—

(i) GENERAL DISAGGREGATION REQUIREMENTS.—The information described in subparagraph (A) shall be disaggregated as follows:

(I) With respect to the total number of incidents in which physical restraint was imposed upon a student, disaggregated by each of the following:

(aa) By those that resulted in injury.

(bb) By those that resulted in death.

(cc) By those in which the program personnel imposing physical restraint was not trained and certified, as described in section 24311(e)(1)(C)(i).

(II) By the demographic characteristics of all students upon whom physical restraint was imposed, including disaggregation—

(aa) by each major racial and ethnic group, economically disadvantaged students as compared to students who are not economically disadvantaged, English proficiency status, and sex;

(bb) by students with an individualized education program under section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d));

(cc) by students who have a plan developed pursuant to sec-

tion 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794); and

(dd) by students who have a plan developed pursuant to title II of the Americans with Disabilities Act of 1990 (42 U.S.C. 12131 et seq.).

(III) By the total number of incidents of physical restraint in which a law enforcement officer or school security guard was involved, which may include the law enforcement officer or school security guard imposing the physical restraint or assisting with the physical restraint.

(IV) By the type of school, including disaggregation by special education school, charter school, and private school.

(ii) UNDUPLICATED COUNT; EXCEPTION.—The information and disaggregation required under subparagraphs (A) and (B) shall—

(I) be carried out in a manner to ensure an unduplicated count of the total number of incidents in the preceding full academic year in which physical restraint was imposed upon a student; and

(II) not be required in a case in which the number of students in a category would reveal personally identifiable information about an individual student.

**SEC. 23323. GRANTS FOR STATE EDUCATIONAL AGENCIES.**

(a) GRANTS AUTHORIZED.—

(1) IN GENERAL.—From the amount appropriated under section 24337 to carry out this section for a fiscal year, the Secretary shall award grants to State educational agencies with an application approved under subsection (c), on the basis of their relative need, as determined with the Secretary in accordance with paragraph (2), to assist the State educational agencies in—

(A) establishing, implementing, and enforcing the policies and procedures that ensure compliance with section 24311;

(B) improving State and local capacity to collect and analyze data related to physical restraint; and

(C) improving school climate and culture by implementing schoolwide positive behavioral interventions and supports, mental health supports, restorative justice programs, trauma-informed care, and crisis and de-escalation interventions.

(2) DETERMINATION OF RELATIVE NEED.—In determining the relative need of State educational agencies under paragraph (1), the Secretary shall consider—

(A) the physical restraint and seclusion incidents that occurred at a school served by the State educational agencies for the most recent academic year for which data are available;

(B) the capacity needs of the State educational agency and the local educational agencies served by the State educational agency to collect and analyze the data described in paragraph (1)(B); and

(C) whether the State educational agency has been carrying out the activities described in

paragraph (1)(C) and, if so, how the activities are being implemented.

(3) REPORT.—The Secretary shall provide a report to the Committee on Health, Education, Labor, and Pensions of the Senate and the Committee on Education and Workforce of the House of Representatives not later than 60 days after the date the Secretary awards a grant to a State under this section detailing why the State was chosen and how the criteria described in subparagraphs (A), (B), and (C) of paragraph (2) were applied to select the State.

(b) DURATION OF GRANT.—A grant under this section shall be awarded to a State educational agency for a 3-year period.

(c) APPLICATION.—

(1) IN GENERAL.—To be eligible to receive a grant under this section, each State educational agency desiring a grant shall submit an application to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may require.

(2) CONTENTS.—Each application submitted under paragraph (1) shall include—

(A) the total number of incidents in which physical restraint was imposed upon students for the most recent school year;

(B) the total number of incidents in which seclusion was imposed upon students for the most recent school year;

(C) a description of the data collection policies and procedures of the State;

(D) a description of crisis intervention or prevention trainings used in the State to prevent or reduce physical restraint and seclusion (if applicable);

(E) a description of statewide initiatives regarding school climate and culture (if applicable), such as schoolwide positive behavioral interventions and supports, mental health supports, restorative justice programs, trauma-informed care, and crisis and de-escalation interventions;

(F) a description of activities to be funded under the grant and the goals of such activities, including how the activities will eliminate seclusion and reduce and prevent physical restraint; and

(G) a description of how the activities under the grant will coordinate and align with current Federal, State, and local policies, programs, or activities regarding seclusion and physical restraint, crisis intervention, and school climate or culture.

(d) AUTHORITY TO MAKE SUBGRANTS.—

(1) IN GENERAL.—A State educational agency receiving a grant under this section may use such grant funds to award subgrants, in the manner determined by the State educational agency, to local educational agencies served by the State educational agency.

(2) APPLICATION.—A local educational agency desiring to receive a subgrant under this section shall submit an application to the applicable State educational agency at such time, in such manner, and containing such information as the State educational agency may require.

(3) EARLY CHILDHOOD EDUCATION PROGRAM PARTICIPATION.—A local educational agency receiving subgrant funds under this section shall ensure that educators working in an early childhood education program, as defined in section 103 of the Higher Education Act of 1965 (20 U.S.C. 1003),

may participate, to the extent practicable, on an equitable basis in activities supported by subgrant funds under this section that are trainings on developmentally appropriate practices for meeting the needs of young children.

(e) PRIVATE SCHOOL PARTICIPATION.—

(1) IN GENERAL.—A local educational agency receiving subgrant funds under this section shall, after timely and meaningful consultation with appropriate private school officials, ensure that private school personnel may participate, on an equitable basis, in activities supported by subgrant funds under this section.

(2) PUBLIC CONTROL OF FUNDS.—The control of grant and subgrant funds under this section, and subpart to materials, equipment, and property purchased with such funds, shall be in a public agency for the uses and purposes provided in this part, and a public agency shall administer such funds, materials, equipment, and property.

(3) PROVISION OF SERVICES.—

(A) IN GENERAL.—Services described under this section shall be provided—

(i) by employees of a public agency; or

(ii) through contract by the public agency with an individual or entity.

(B) INDEPENDENCE; PUBLIC AGENCY.—An individual or entity described in subparagraph (A)(ii) that contracts with a public agency to provide services under this section shall be independent of a private school and of any religious organization. Individuals providing such services shall be employed by and under the control and supervision of the public agency.

(C) COMMINGLING OF FUNDS PROHIBITED.—Funds used to provide services under this section shall not be commingled with non-Federal funds.

(f) REQUIRED ACTIVITIES.—A State educational agency receiving a grant, or a local educational agency receiving a subgrant, under this section shall use such grant or subgrant funds to carry out the following:

(1) Establishing and implementing policies to prohibit seclusion, mechanical restraint, chemical restraint, and other forms of prohibited restraint in schools, consistent with section 24311.

(2) Implementing and evaluating strategies and procedures to prevent seclusion and to prevent and

reduce physical restraint in schools, consistent with such policies.

(3) Providing professional development, training, and certification for school personnel to comply with such policies.

(4) Analyzing the information included in a report prepared under section 24322(b) to identify student, school personnel, and school needs related to preventing seclusion, and preventing and reducing the use of physical restraint.

(5) Providing training to school security guards and, as appropriate, school personnel, on how to comply with education and civil rights laws, including the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), when interacting with students with disabilities, including, when conducting disciplinary actions involving students with disabilities.

(g) ADDITIONAL AUTHORIZED ACTIVITIES.—In addition to the required activities described in subsection (f), a State educational agency receiving a grant, or a local educational agency receiving a subgrant, under this section may use such grant or subgrant funds for one or more of the following:

(1) Developing and implementing high-quality professional development and training programs to implement evidence-based systematic approaches to schoolwide positive behavioral interventions and supports, including improving coaching, facilitation, and training capacity for administrators, school leaders, teachers, specialized instructional support personnel, paraprofessionals, and other staff.

(2) Providing technical assistance to implement evidence-based systematic approaches to schoolwide positive behavioral interventions and supports, including technical assistance for data-driven decision making related to behavioral supports and interventions in the classroom.

(3) Researching, evaluating, and disseminating high-quality evidence-based programs and activities that implement schoolwide positive behavioral interventions and supports with fidelity.

(4) Supporting other local positive behavioral interventions and supports implementation activities consistent with this subsection.

(5) Developing, implementing, and providing technical assistance to support evidence-based programs that reduce the likelihood of physical restraint, such as mental health supports, restorative

justice programs, trauma-informed care, and crisis and de-escalation interventions.

(h) EVALUATION AND REPORT.—Each State educational agency receiving a grant under this section shall, at the end of the 3-year grant period for such grant—

(1) evaluate the progress the State has made toward the elimination of seclusion and the prevention and reduction of physical restraint in the schools located in the State, consistent with section 24311;

(2) submit to the Secretary a report on such progress; and

(3) publish such report on the State educational agency website in an accessible format.

## Subpart C—General Provisions

### SEC. 23331. NATIONAL ASSESSMENT.

(a) NATIONAL ASSESSMENT.—The Secretary shall carry out a national assessment to determine the effectiveness of this part, which shall include—

(1) analyzing data related to incidents of physical restraint in schools and programs that serve children who receive services for which financial assistance is provided in accordance with the Head Start Act (42 U.S.C. 9831 et seq.) (referred to in this chapter as ''Head Start programs'');

(2) analyzing the effectiveness of Federal, State, and local efforts to eliminate seclusion and prevent and reduce the number of physical restraint incidents in schools and Head Start programs;

(3) identifying the types of programs and services that have demonstrated the greatest effectiveness in eliminating and preventing seclusion and preventing and reducing the number of physical restraint incidents in schools and Head Start programs; and

(4) identifying evidence-based personnel training models with demonstrated success in preventing seclusion and preventing and reducing the number of physical restraint incidents in schools and Head Start programs, including models that emphasize positive behavioral interventions and supports and de-escalation techniques over physical intervention.

(b) REPORT.—The Secretary shall submit to the Committee on Health, Education, Labor, and Pensions of the Senate and the Committee on Education and Workforce of the House of Representatives—

(1) not later than 3 years after the date of the enactment of this Act, an interim report that summarizes the preliminary findings of the assessment described in subsection (a); and

(2) not later than 5 years after the date of the enactment of this Act, a final report of the findings of the assessment.

**SEC. 23332. PROTECTION AND ADVOCACY SYSTEMS.**

(a) NOTIFICATION.—In a case in which physical injury or death of a student or of a child enrolled in a Head Start program occurs in conjunction with the use of seclusion or physical restraint or any intervention used to control behavior at a school or Head Start program, the local educational agency serving such school or the agency administering a Head Start program under the Head Start Act (42 U.S.C. 9831 et seq.) shall have procedures to—

(1) notify, in writing, not later than 24 hours after such injury or death occurs—

(A) the State educational agency, or in the case of an agency administering a Head Start program, the appropriate official at the Department of Health and Human Services;

(B) the local law enforcement agency; and

(C) the relevant protection and advocacy system; and

(2) provide any information that the protection and advocacy system may require.

(b) RESTATEMENT OF AUTHORITY.—Protection and advocacy systems shall have the same authorities and

rights provided under subtitle C of title I of the Developmental Disabilities Assistance and Bill of Rights Act of 2000 (42 U.S.C. 15041 et seq.) with respect to protections provided for students or children enrolled in Head Start programs under this part when such students or children are otherwise eligible to be clients of the protection and advocacy system, including investigating, monitoring, and enforcing such protections.

**SEC. 23333. SCHOOLS OPERATED OR FUNDED BY THE DEPARTMENT OF THE INTERIOR OR THE DEPARTMENT OF DEFENSE.**

(a) SCHOOLS OPERATED OR FUNDED BY THE DEPARTMENT OF THE INTERIOR.—The Secretary of the Interior shall promulgate regulations to ensure that schools operated or funded by the Department of the Interior comply with the requirements of chapter 1 and section 24322(b).

(b) SCHOOLS OPERATED OR FUNDED BY THE DEPARTMENT OF DEFENSE.—The Secretary of Defense shall promulgate regulations to ensure that schools operated or funded by the Department of Defense Education Activity or otherwise operated or funded by the Department of Defense for the education of military-connected dependents (as described in subparagraph (B) or (D)(i) of section 7003(a)(1) of the Elementary and Secondary Education

Act of 1965 (20 U.S.C. 7703(a)(1))) comply with the requirements of chapter 1 and section 24322(b).

**SEC. 23334. RULE OF CONSTRUCTION.**

Subject to section 24311(e), nothing in this part shall be construed to prohibit a sworn law enforcement officer with probable cause from arresting a student for violating a Federal or State criminal law.

**SEC. 23335. APPLICABILITY TO PRIVATE SCHOOLS AND HOME SCHOOLS.**

(a) PRIVATE SCHOOLS.—Nothing in this part shall be construed to affect any private school that does not receive, or does not serve students who receive, support in any form from any program or activity supported, in whole or in part, with Federal funds.

(b) HOME SCHOOLS.—Nothing in this part shall be construed to—

(1) affect a home school, whether or not a home school is treated as a private school or home school under State law; or

(2) consider parents who are schooling a child at home as program personnel.

**SEC. 23336. SEVERABILITY.**

If any provision of this part, an amendment made by this part, or the application of such provision or amendment to any person or circumstance is held to be unconsti-

tutional, the remainder of this part, the amendments made by this part, and the application of the provisions of such to any person or circumstance shall not be affected thereby.

**SEC. 23337. AUTHORIZATION OF APPROPRIATIONS.**

There are authorized to be appropriated $40,000,000 for each of fiscal years 2027 through 2031 to carry out this part.

## PART 4—SAFE SCHOOLS IMPROVEMENT

**SEC. 23401. SAFE SCHOOLS IMPROVEMENT.**

(a) IN GENERAL.—Title IV of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7101 et seq.) is amended by adding at the end the following:

## "PART G—SAFE SCHOOLS IMPROVEMENT

**"SEC. 4701. PURPOSE.**

''The purpose of this part is to address the problem of bullying and harassment conduct of students in public elementary schools and secondary schools.

**"SEC. 4702. ANTI-BULLYING POLICIES.**

''(a) BULLYING.—In this part, the term 'bullying' means conduct that adversely affects the ability of one or more students to participate in or benefit from the educational programs or activities of the school by placing a student in fear of harm.

''(b) POLICIES.—A State that receives a grant under this title shall require all local educational agencies in the State to carry out the following:

''(1) Establish policies that prevent and prohibit conduct, including bullying and harassment, that—

''(A) limits the ability of a student to participate in, or benefit from, a program or activity of a public school or local educational agency; or

''(B) creates a hostile or abusive educational environment, adversely affecting the education of a student, at a program or activity of a public school or local educational agency, including acts of verbal, nonverbal, or physical aggression or intimidation.

''(2) The policies required under paragraph (1) shall include a prohibition of bullying or harassment conduct based on—

''(A) the actual or perceived race, color, national origin, sex (including sexual orientation, gender identity, and sex characteristics (including intersex traits)), disability, or religion of a student;

''(B) the actual or perceived race, color, national origin, sex (including sexual orienta-

tion, gender identity, and sex characteristics (including intersex traits)), disability, or religion of a person with whom a student associates or has associated; or

''(C) any other distinguishing characteristics that may be defined by the State or local educational agency.

''(3) Provide—

''(A) annual notice to students, parents, and educational professionals describing the full range of prohibited conduct contained in the discipline policies of such local educational agency; and

''(B) grievance procedures for students or parents to register complaints regarding the prohibited conduct contained in the discipline policies of such local educational agency, including—

''(i) the name of the local educational agency officials who are designated as responsible for receiving such complaints; and

''(ii) timelines that the local educational agency will establish in the resolution of such complaints.

''(4) Collect annual incidence and frequency of incidents data about the conduct prohibited by the policies described in paragraph (1) at the school level that are accurate and complete and publicly report such data at the school level and local educational agency level. The local educational agency shall ensure that victims or persons responsible for such conduct are not identifiable.

**''SEC. 4703. STATE REPORTS.**

''The chief executive officer of a State that receives a grant under this title, in cooperation with the State educational agency, shall submit a biennial report to the Secretary—

''(1) on the information reported by local educational agencies in the State pursuant to section 4702(b)(4); and

''(2) describing the plans of the State for supporting local educational agency efforts to address the conduct prohibited by the policies described in section 4702(b)(1).

**''SEC. 4704. EVALUATION.**

''(a) BIENNIAL EVALUATION.—The Secretary shall conduct an independent biennial evaluation of programs and policies to combat bullying and harassment in elementary schools and secondary schools, including implementa-

tion of the requirements described in section 4702, including whether such requirements have appreciably reduced the level of the prohibited conduct and have conducted effective parent involvement and training programs.

''(b) DATA COLLECTION.—The Commissioner for Education Statistics shall collect data from States, that are subject to independent review, to determine the incidence and frequency of conduct prohibited by the policies described in section 4702.

''(c) BIENNIAL REPORT.—Not later than January 1, 2027, and every 2 years thereafter, the Secretary shall submit to the President and Congress a report on the findings of the evaluation conducted under subsection (a) together with the data collected under subsection (b) and data submitted by the States under section 4703.

**''SEC. 4705. EFFECT ON OTHER LAWS.**

''(a) FEDERAL AND STATE NONDISCRIMINATION LAWS.—Nothing in this part shall be construed to invalidate or limit rights, remedies, procedures, or legal standards available to victims of discrimination under any other Federal law or law of a State or political subdivision of a State, including title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.), title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.), section 504 or 505 of the Rehabilitation Act of 1973 (29 U.S.C.

794, 794a), or the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.). The obligations imposed by this part are in addition to those imposed by title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.), title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.), section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.).

''(b) FREE SPEECH AND EXPRESSION LAWS.—Nothing in this part shall be construed to alter legal standards regarding, or affect the rights (including remedies and procedures) available to individuals under, other Federal laws that establish protections for freedom of speech or expression.

**''SEC. 4706. RULE OF CONSTRUCTION.**

''Nothing in this part shall be construed to prohibit a State or local entity from enacting any law with respect to the prevention of bullying or harassment of students that is not inconsistent with this part.''.

(b) TABLE OF CONTENTS.—The table of contents in section 2 of the Elementary and Secondary Education Act of 1965 is amended by inserting after the item relating 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.''.

## PART 5—SCHOOL VIOLENCE PREVENTION

### SEC. 23501. COMPREHENSIVE SCHOOL-BASED VIOLENCE PREVENTION PROGRAM.

(a) GRANTS AUTHORIZED.—Section 581 of the Public Health Service Act (42 U.S.C. 290hh) (relating to children and violence) is amended to read as follows:

### ''SEC. 581. COMPREHENSIVE SCHOOL-BASED VIOLENCE PREVENTION PROGRAM.

''(a) IN GENERAL.—The Secretary, in consultation with the Secretary of Education, shall award grants to eligible entities to establish or expand a comprehensive school-based violence prevention program to assist youth at highest risk for involvement in gun violence in local communities and schools (including schools funded by the Bureau of Indian Education).

''(b) ACTIVITIES.—Grants awarded under subsection (a) shall, as appropriate, be used for—

''(1) the implementation of school-based violence prevention programs that—

''(A) are primarily focused on providing services to students enrolled in kindergarten through 12th grade or youth younger than 19; and

"(B) use strategies that are evidence-based, culturally competent, trauma-informed, and linguistically and developmentally inclusive, and have demonstrated effectiveness at preventing or reducing violence among youth at highest risk for involvement in gun violence, including strategies that—

"(i) promote community engagement that supports healthy development, including emphasizing self-esteem and cultural or ethnic pride;

"(ii) promote healing from trauma and other adverse childhood experiences that increase a young person's risk for involvement in gun violence;

"(iii) strengthen the interpersonal and emotional skills of youth, such as communication, problem-solving, empathy, and conflict management;

"(iv) connect youth to mental health professionals, counselors, mentors, community leaders, crisis intervention professionals, community violence interrupters, or educators trained in trauma-informed care and activities;

"(v) foster community engagement and safe community environments; or

"(vi) lessen harms of escalating violence and prevent future risk of violence, including gun violence;

"(2) technical assistance to local educational agencies and community-based nonprofit organizations with respect to the development of programs described in paragraph (1);

"(3) facilitating community partnerships among youth, families, schools, local businesses, and agencies with respect to such programs;

"(4) increasing teacher, school leader, and other school personnel access to evidence-based trauma support services, social and emotional learning, and mental health services through professional development; and

"(5) collecting data in accordance with subsection (f).

"(c) ELIGIBILITY.—To be eligible for a grant under subsection (a), an entity shall be a partnership that includes—

"(1) a State educational agency, in coordination with 1 or more local educational agencies located in a municipality or other area of local government—

"(A) that, for not fewer than 2 of the 3 years preceding the grant application—

"(i) experienced 35 or more homicides per year;

"(ii) experienced 20 or more homicides per year and had a homicide rate that was not less than double the national average;

"(iii) had high rates of violent injury or injury recidivism among youth as determined by the State; or

"(iv) had a juvenile arrest rate for violent crime that was not less than double the national average; or

"(B) that demonstrates a unique and compelling need for additional resources to address youth gun violence; and

"(2) at least 1 community-based nonprofit organization that serves the youth or families of the youth of the 1 or more local educational agencies referred to in paragraph (1).

"(d) GEOGRAPHICAL DISTRIBUTION.—The Secretary shall ensure that grants under subsection (a) are distributed equitably among the regions of the United States.

''(e) DURATION OF AWARDS.—A grant under subsection (a) shall be for a period of 5 years, and may be renewed by the Secretary.

''(f) EVALUATION AND MEASURES OF OUTCOMES.—

''(1) IN GENERAL.—

''(A) DEVELOPMENT OF EVALUATION PROCESS.—The Secretary, in consultation with the Secretary of Education, shall develop a process for evaluating activities carried out through a grant under this section. Such process shall include—

''(i) the development of guidelines for the submission of program data by grantees;

''(ii) the development of measures of outcomes (in accordance with subparagraph (B)) to be applied by grantees in evaluating programs carried out through a grant under this section; and

''(iii) the submission of regular reports by grantees concerning the impacts of programs carried out through a grant under this section.

''(B) MEASURES OF OUTCOMES.—The Secretary shall develop measures of outcomes to be applied by grantees under this section—

''(i) to evaluate the impacts of programs carried out through a grant under this section, including outcomes related to the students, families, and local educational systems supported under this section; and

''(ii) to disaggregate data on such outcomes by the subgroups of students listed in section 1111(c)(2) of the Elementary and Secondary Education Act of 1965.

''(C) SUBMISSION OF DATA.—Not later than the end of each of the second and last academic years covered by the period of a grant under this section, the grantee shall submit to the Secretary and the Director of the Institute of Education Sciences a report that—

''(i) includes data to evaluate the success of the program carried out by the grantee based on whether such program is achieving the purposes of the program; and

''(ii) utilizes the measures of outcomes developed under subparagraph (B), includ-

ing high school graduation rates, employment rates, and rates of enrollment in postsecondary education and trade schools, in a reasonable manner to demonstrate the progress of the program in achieving such purposes.

''(D) EVALUATION BY SECRETARY AND THE DIRECTOR OF THE INSTITUTE OF EDUCATION SCIENCES.—Based on the data submitted under subparagraph (C), the Secretary and the Director of the Institute of Education Sciences shall submit to Congress a report at least once every 3 years concerning the results and impacts of the programs carried out with assistance received under this section, including recommendations on how to conduct gun violence prevention activities with limited resources following a co-occurring emergency (such as a national public health emergency or a natural disaster).

''(2) INDEPENDENT RESEARCHER.—The Secretary shall contract with independent researchers, including researchers with expertise in violence prevention programs, to evaluate the performance and impacts of selected programs funded through grants

under this section. Such evaluations shall be made publicly available on the internet website of the Centers for Disease Control and Prevention.

''(g) INFORMATION AND EDUCATION.—The Secretary shall disseminate best practices to the public based on the findings resulting from programs funded through grants under this section.

''(h) ESEA TERMS DEFINED.—In this section, the terms 'local educational agency' and 'State educational agency' have the meanings given such terms, respectively, in section 8101 of the Elementary and Secondary Education Act of 1965.

''(i) FUNDING.—

''(1) AUTHORIZATION OF APPROPRIATIONS.—To carry out this section, there is authorized to be appropriated $25,000,000 for each of fiscal years 2027 through 2033.

''(2) EVALUATION ACTIVITIES.—

''(A) BY GRANTEES.—To carry out evaluation activities under subsection (f)(1), an eligible entity receiving a grant under this section shall use not more than 20 percent of the total amount received through the grant.

''(B) INDEPENDENT RESEARCHER.—To carry out subsection (f)(2) for a fiscal year, the

Secretary may reserve not more than 5 percent of the funds made available to carry out this section for such fiscal year.''.

(b) CONFORMING AMENDMENT.—Part G of title V of the Public Health Service Act (42 U.S.C. 290hh et seq.), as amended by subsection (a), is further amended by striking the part designation and heading and inserting the following:

**''PART G—COMPREHENSIVE SCHOOL-BASED VIOLENCE PREVENTION PROGRAM''.**

**PART 6—EXPANDING ACCESS TO MENTAL HEALTH SERVICES IN SCHOOLS**

**SEC. 23601. DEFINITIONS.**

In this part:

(1) ELIGIBLE AGENCY.—The term ''eligible agency'' means—

(A) a high-need local educational agency;

(B) an educational service agency acting on behalf of 1 or more high-need local educational agencies; or

(C) a State educational agency.

(2) HIGH-NEED LOCAL EDUCATIONAL AGENCY.—The term ''high-need local educational agency'' means a local education agency that, as the date of

application for a grant under this subtitle, meets the following criteria:

(A) Is among the highest 15 percent of all local educational agencies in the State, as determined by the Secretary, based on either—

(i) the number of children in each such agency counted under section 1124(c) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6333(c)); or

(ii) the percentage of children in each such agency counted under section 1124(c) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6333(c)).

(B) Does not meet at least 2 of the following:

(i) A ratio of 1 full-time equivalent school counselor for every 250 students.

(ii) A ratio of 1 full-time equivalent school psychologist for every 500 students.

(iii) A ratio of 1 full-time equivalent school social worker for every 250 students.

(3) INDIAN TRIBE.—The term ''Indian Tribe'' means any Indian Tribe identified as such by the Secretary of the Interior under section 104 of the

Federally Recognized Indian Tribe List Act of 1994 (25 U.S.C. 479a–1).

**SEC. 23602. SCHOOL-BASED MENTAL HEALTH SERVICES GRANT PROGRAM.**

(a) PURPOSE.—The purpose of this section is to increase the number of school-based mental health services providers by supporting high-need local educational agencies in recruiting, hiring, retaining, and diversifying school-based mental health services providers to expand access to school-based mental health services for students enrolled in elementary schools and secondary schools served by such agencies.

(b) AUTHORIZATION OF GRANTS.—

(1) IN GENERAL.—From the amounts made available under subsection (g) that remain after making the reservations described in paragraph (2), the Secretary shall award, on a competitive basis, grants to eligible agencies to carry out the activities described in subsection (d).

(2) RESERVATIONS.—Of the amount made available under subsection (g) for a fiscal year, the Secretary shall—

(A) reserve not more than 2 percent for program administration, technical assistance, and data collection;

(B) reserve 1 percent for the Secretary of the Interior for schools operated or funded by the Bureau of Indian Education, in accordance with the purpose of this section; and

(C) reserve 1 percent for allotments for payments to the outlying areas, to be distributed among those outlying areas on the basis of their relative need, as determined by the Secretary, in accordance with the purpose of this section.

(3) DURATION AND RENEWALS.—

(A) DURATION.—A grant awarded under this section shall be for a period of not more than 5 years.

(B) RENEWAL.—The Secretary may renew a grant awarded under this section for a period of not more than 2 years.

(4) DIVERSITY OF PROJECTS.—

(A) IN GENERAL.—In awarding grants under paragraph (1), the Secretary shall ensure that, to the extent practicable, grants are distributed among eligible agencies that serve geographically diverse areas, including urban, suburban, and rural areas.

(B) LOCAL EDUCATIONAL AGENCIES.—In awarding grants under paragraph (1), the Secretary shall ensure that at least 50 percent of the amounts described in such paragraph are awarded to high-quality applications submitted by high-need local educational agencies described in clauses (i) and (ii) of section 24701(3)(A).

(5) SUFFICIENT SIZE AND SCOPE.—Each grant awarded under paragraph (1) shall be of sufficient size and scope to allow the eligible agency receiving the grant to carry out the purpose of this section.

(c) APPLICATION.—An eligible agency applying for a grant under subsection (b)(1) shall submit to the Secretary an application at such time, in such manner, and accompanied by such information as the Secretary may require, which may include—

(1) a description of the prevalent mental health or substance use and misuse concerns facing students enrolled in schools served by participating high-need local educational agencies;

(2) a description of current shortage of school-based mental health services providers, including lack of diversity, if applicable, in high-need local

educational agencies that will be served under the grant;

(3) a description of the applicant's plan to support recruiting, hiring, retaining, or diversifying school-based mental health services providers in high-need local educational agencies to be served under the grant; and

(4) an assurance that any school-based mental health services provider, including any provider offering telehealth services, provides services in a manner consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g; commonly known as the ''Family Educational Rights and Privacy Act of 1974'') and the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), as well as all applicable Federal, State, and local laws.

(d) USE OF FUNDS.—An eligible agency that receives a grant under subsection (b)(1) shall use such grant funds to carry out 1 or more of the following:

(1) Hiring school-based mental health services providers to—

(A) provide school-based mental health services to students enrolled in schools served by high-need local educational agencies; and

(B) implement evidence-based practices to improve school climate to support positive student mental health.

(2) Implementing strategies to recruit school-based mental health services providers in high-need local educational agencies to help mitigate shortages of such providers, such as—

(A) salary stipends;

(B) relocation benefits;

(C) student loan repayment; or

(D) other financial incentives.

(3) Implementing strategies to retain school-based mental health services providers in high-need local educational agencies, which may include—

(A) providing incentives described in paragraph (2); or

(B) providing ongoing professional development, induction, mentorship, or peer support for school-based mental health services providers.

(e) RULES.—

(1) MATCHING REQUIREMENT.—Eligible agencies that receive a grant under this section must contribute non-Federal matching funds to the

amount of not less than 25 percent of the project budget.

(2) SUPPLEMENT, NOT SUPPLANT.—Funds made available under this section shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities described under this section.

(3) DISAGGREGATION OF DATA.—Disaggregation of data required under this section shall not be required when the number is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual.

(f) REPORTING REQUIREMENTS.—Not later than 1 year after receiving a grant under this section, and on an annual basis thereafter, an eligible agency shall submit to the Secretary, and publish in a clear and easily accessible format on the website of the eligible agency, a report that includes, in addition to any information the Secretary may require, the following:

(1) The number of school-based mental health services providers employed by high-need local educational agencies served under the grant and any increases from the prior year, disaggregated by—

(A) the number of each type of such provider who was recruited, hired, or retained with support under this grant; and

(B) the demographics of such providers.

(2) The ratio of students to school-based mental health services providers in high-need local educational agencies served under the grant and the extent to which such ratio has decreased since the start of the grant period.

(3) The reduction in the annual attrition rate of school-based mental health services providers employed by high-need local educational agencies served under the grant and the extent to which such attrition rate has decreased since the start of the grant period.

(g) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this section such sums as may be necessary for each of fiscal years 2027 through 2031.

**SEC. 23603. RULE.**

The requirements of section 4001 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7101) shall apply to a State educational agency, local educational agency, or other entity receiving a grant or subgrant under this section in the same manner as those require-

ments apply to an entity receiving an award under title IV of such Act.

## PART 7—RIGHT TO READ

**SEC. 23701. DEFINITIONS.**

Section 8101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801) is amended—

(1) by redesignating paragraphs (19) through (28) as paragraphs (20) through (29), respectively;

(2) by redesignating paragraphs (29) through (43) as paragraphs (31) through (45), respectively;

(3) by redesignating paragraphs (44) through (49) as paragraphs (47) through (52), respectively;

(4) by redesignating paragraphs (50) through (52) as paragraphs (54) through (56), respectively;

(5) by inserting after paragraph (18) the following:

''(19) EFFECTIVE SCHOOL LIBRARY.—The term 'effective school library' means a school library that—

''(A) is staffed by supporting staff and at least 1 full-time State-certified school librarian who—

''(i) is an instructional leader, information specialist, and teacher;

''(ii) supports the digital learning environment and the development of participatory learning, inquiry learning, digital literacy, and information literacy; and

''(iii) supports, supplements, and elevates the literacy experience through guidance in reading for learning and motivational reading initiatives in order to enhance student achievement and foster lifelong reading and learning;

''(B) is otherwise adequately staffed to be open to students before, during, and after the school day;

''(C) has a sufficient collection of professionally curated up-to-date digital and print materials and technology, including openly licensed educational resources;

''(D) provides appropriate facilities for maintaining and providing equitable access to materials, technology, connectivity, and library and literacy instruction;

''(E) provides regular skills development or training for classroom teachers, school librar-

ians, library paraprofessional staff, and other educators;

''(F) provides opportunities for collaboration between classroom teachers and school librarians; and

''(G) implements nationally recognized professional standards of practice.'';

(6) by inserting after paragraph (29), as redesignated by paragraph (1), the following:

''(30) INFORMATION LITERACY.—The term 'information literacy' means the set of skills needed to find, retrieve, understand, evaluate, analyze, and effectively use information (which includes spoken and broadcast words and videos, printed materials, and digital content, data, and images).'';

(7) by inserting after paragraph (45), as redesignated by paragraph (1), the following:

''(46) RIGHT TO READ.—The term 'right to read' means all students have access to—

''(A) linguistically and developmentally appropriate, evidence-based reading instruction;

''(B) effective school libraries;

''(C) family literacy support;

''(D) culturally diverse and inclusive materials;

''(E) reading materials in the home; and

''(F) the freedom to choose reading materials.''; and

(8) by inserting after paragraph (52), as redesignated by paragraph (1), the following:

''(53) TEACHER.—The term 'teacher' includes a school librarian.''.

**SEC. 23702. AMENDMENTS TO TITLE I.**

(a) STATE PLANS.—Section 1111 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311) is amended—

(1) in subsection (a)(4)(A)(ii)(I)(aa), by inserting ''(including school librarians)'' after ''teachers''; and

(2) in subsection (g)—

(A) in paragraph (1)—

(i) by redesignating subparagraph (G) as subparagraph (H);

(ii) in subparagraph (F), by striking ''and'' after the semicolon;

(iii) by inserting after subparagraph (F) the following:

''(G) how the State will work to ensure that low-income students, minority students, students with disabilities, and English learners

are not disproportionally enrolled in schools that lack an effective school library, and the measures the State educational agency will use to evaluate and publicly report the progress of the State educational agency with respect to ensuring access to an effective school library; and''; and

(iv) in subparagraph (H), as redesignated by clause (i), by inserting '', including the development of digital literacy and information literacy skills'' after ''academic standards''; and

(B) in paragraph (2)—

(i) in subparagraph (J), by inserting ''(including school librarians)'' after ''teachers'';

(ii) in subparagraph (M), by striking ''and'' after the semicolon;

(iii) in subparagraph (N), by striking the period at the end and inserting ''; and''; and

(iv) by adding at the end the following:

''(O) the State educational agency has a policy regarding the right to read and will no-

tify local educational agencies, Indian tribes and tribal organizations, schools, teachers, school librarians, principals, other school leaders, specialized support personnel, parents, and the public of such policy.''.

(b) LOCAL EDUCATIONAL AGENCY PLANS.—Section 1112 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6312) is amended—

(1) in subsection (a)(1)(A), by inserting ''(including school librarians)'' after ''teachers''; and

(2) in subsection (b)—

(A) in paragraph (12)(B), by striking ''and'' after the semicolon;

(B) by striking paragraph (13); and

(C) by adding at the end the following:

''(13) how the local educational agency will—

''(A) support and improve effective school libraries by supporting the work of State-certified school librarians to ensure that students have equitable access to such libraries; and

''(B) assist schools in developing effective school libraries to provide students an opportunity to develop digital literacy and information literacy skills and improve academic achievement;

''(14) the policies the local educational agency has in place to protect the right to read; and

''(15) any other information on how the local educational agency proposes to use funds to meet the purposes of this part, and that the local educational agency determines appropriate to provide, which may include a description of how the local educational agency will assist schools in identifying and serving gifted and talented students.''.

**SEC. 23703. AMENDMENTS TO TITLE II.**

(a) AUTHORIZATION OF APPROPRIATIONS.—Section 2003 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6603) is amended—

(1) in subsection (b), by inserting ''except for subpart 2,'' after ''part B,''; and

(2) by adding at the end the following:

''(c) LITERACY EDUCATION FOR ALL, RESULTS FOR THE NATION.—There are authorized to be appropriated—

''(1) for grants authorized under section 2222, $500,000,000 for fiscal year 2027 and each of the succeeding 4 fiscal years; and

''(2) for grants authorized under section 2226, $100,000,000 for fiscal year 2027 and each of the succeeding 4 fiscal years.''.

(b) FORMULA GRANTS TO STATES.—Section 2101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6611) is amended—

(1) in subsection (c)(4)(B)—

(A) by redesignating clauses (xiv) through (xxi) as clauses (xvii) through (xxiv), respectively;

(B) by amending clause (xiii) to read as follows:

''(xiii) Supporting and improving effective school libraries that involve collaboration with State-certified school librarians.''; and

(C) by inserting after clause (xiii) the following:

''(xiv) Developing, improving, and implementing mechanisms to assist local educational agencies and schools in effectively recruiting, hiring, and retaining State-certified school librarians.

''(xv) Providing training to school librarians, teachers, and school leaders on how to leverage effective school libraries for academic achievement, digital literacy,

information literacy, and student and family engagement.

''(xvi) Providing training to library paraprofessionals and other library staff to improve the effectiveness of school library programs.''; and

(2) in subsection (d)(3)(A), by inserting ''(including school librarians)'' after ''teachers''.

(c) LOCAL USES OF FUNDS.—Subparagraph (K) of section 2103(b)(3) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6613(b)(3)(K)) is amended to read as follows:

''(K) programs and activities to support and improve effective school libraries that involve collaboration with State-certified school librarians, such as efforts to promote and support digital literacy, information literacy, extended student inquiry, and capstone projects;''.

(d) RESERVATIONS.—Section 2201 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6621) is amended—

(1) by striking paragraph (2); and

(2) by redesignating paragraphs (3) and (4) as paragraphs (2) and (3), respectively.

(e) LEARN PURPOSES AND DEFINITIONS.—Section 2221(b) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6641(b)) is amended—

(1) in paragraph (1)—

(A) in subparagraph (K), by striking ''and'' after the semicolon;

(B) in subparagraph (L), by striking the period at the end and inserting ''; and''; and

(C) by adding at the end the following:

''(M) provides opportunities for students to develop digital literacy and information literacy skills.''; and

(2) in paragraph (2)(C), by inserting '', public libraries, or pediatric literacy programs'' after ''which may include early childhood education programs''.

(f) COMPREHENSIVE LITERACY STATE DEVELOPMENT GRANTS.—Section 2222 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6642) is amended—

(1) in subsection (a), by striking ''From the amounts reserved by the Secretary under section 2201(2) and not reserved under subsection (b),'' and inserting ''From amounts appropriated to carry out this section'';

(2) in subsection (b)—

(A) in the matter preceding paragraph (1), by striking ''reserved to carry out this subpart'' and inserting ''appropriated to carry out this section''; and

(B) in paragraphs (2) and (3), by striking ''subpart'' and inserting ''section'' each place the term appears;

(3) in subsection (d)—

(A) in paragraph (1), by striking ''and the State agency responsible for administering child care programs'' and inserting ''the State agency responsible for administering child care programs in the State, and the State library administrative agency''; and

(B) in paragraph (2)(A), by inserting '', diverse high quality print materials, and effective school libraries,'' after ''teachers of literacy''; and

(4) in subsection (f)(2)—

(A) by redesignating subparagraphs (B) through (E) as subparagraphs (C) through (F), respectively; and

(B) by inserting after subparagraph (A) the following:

''(B) Providing technical assistance to eligible entities in the development of effective school libraries, which may include establishing a statewide office to coordinate technical assistance for such libraries.''.

(g) SUBGRANTS TO ELIGIBLE ENTITIES IN SUPPORT OF BIRTH THROUGH KINDERGARTEN ENTRY LITERACY.—Section 2223(a)(1) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6643(a)(1)) is amended by inserting ''the State library administrative agency,'' before ''and, if applicable,''.

(h) INNOVATIVE APPROACHES TO LITERACY.—Section 2226(a) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6646(a)) is amended—

(1) in the matter preceding paragraph (1), by striking ''From amounts reserved under section 2201(2)'' and inserting ''From amounts appropriated to carry out this section'';

(2) by redesignating paragraphs (2) and (3) as paragraphs (3) and (4), respectively; and

(3) by inserting after paragraph (1) the following:

''(2) increasing the number of State-certified school librarians supporting students in high need schools;''.

(i) TECHNICAL AMENDMENTS.—

(1) Section 2231(a) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6661(a)) is amended, in the matter preceding paragraph (1) by striking ''section 2201(3)'' and inserting ''section 2201(2)''.

(2) Section 2241 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6671) is amended, in the matter preceding paragraph (1), by striking ''section 2201(4)'' and inserting ''section 2201(3)''.

**SEC. 23704. AMENDMENTS TO TITLE IV.**

(a) STATE USE OF FUNDS.—Section 4104(b)(3)(A)(i) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7114(b)(3)(A)(i)) is amended—

(1) by redesignating subclauses (VI) and (VII) as subclauses (VII) and (VIII), respectively; and

(2) by inserting after subclause (V) the following:

''(VI) digital literacy and information literacy activities and programs, including those provided through effective school libraries;''.

(b) ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES.—Section 4107(a)(3) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7117(a)(3)) is amended—

(1) by redesignating subparagraphs (I) and (J) as subparagraphs (J) and (K), respectively; and

(2) by inserting after subparagraph (H) the following:

''(I) programs and activities that promote the development of digital literacy and information literacy skills, including those provided through an effective school library;''.

**SEC. 23705. DATA COLLECTION AND REPORTING ON SCHOOL LIBRARIES.**

(a) DATA COLLECTION.—The Secretary of Education shall direct the National Center for Education Statistics to biennially collect data on elementary school and secondary school libraries.

(b) ELEMENTS.—The data collected biennially under subsection (a) shall include—

(1) the number and percentage of elementary schools and secondary schools in each State that have dedicated school library facilities located on the grounds of the school and the square footage of each such library facility;

(2) the number and percentage of schools counted under paragraph (1) that employ at least one full-time State-certified school librarian; and

(3) with respect to each elementary school and secondary school library—

(A) the number of State-certified school librarians;

(B) the number of additional school library staff;

(C) the number and types of physical collections or assets;

(D) the number and types of virtual collections or databases the school library has access to;

(E) the number and types of student use devices managed by school library staff;

(F) the amount of time State-certified school librarians spend planning with teachers and instructing students;

(G) the amount of time State-certified school librarians spend planning with and providing professional development for teachers; and

(H) other pertinent information that the Secretary of Education determines is important in order to support effective school libraries.

(c) REPORT TO CONGRESS.—Not later than 1 year after the date of enactment of this section and every 2 years thereafter, the Secretary of Education shall submit to Congress a report that includes the data collected under this section.

(d) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this section such sums as may be necessary for each fiscal year.

**SEC. 23706. LIABILITY PROTECTIONS RELATED TO THE RIGHT TO READ.**

(a) PREEMPTION AND ELECTION OF STATE NON-APPLICABILITY.—Section 8555(b) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7945(b)) is amended by striking ''This subpart shall not apply'' and inserting ''Except with respect to section 8556(b), this subpart shall not apply''.

(b) IN GENERAL.—Section 8556 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7946) is amended—

(1) by redesignating subsections (b) through (e) as subsections (c) through (f), respectively;

(2) by inserting after subsection (a) the following:

''(b) LIABILITY PROTECTIONS RELATED TO THE RIGHT TO READ.—No teacher, school librarian, school leader, paraprofessional, or other staff in a school shall be liable for harm caused by an act or omission of such individual if the actions of the individual were carried out in conformity with State or local policies regarding the right to read.'';

(3) in subsection (a), in the matter preceding paragraph (1), by striking ''subsection (b)'' and inserting ''subsection (c)'';

(4) in subsection (c)(3), as redesignated by paragraph (1), by striking ''A State law that'' and inserting ''Except with respect to subsection (b), a State law that''; and

(5) in subsection (f), as redesignated by paragraph (1)—

(A) in paragraph (1), by striking ''Nothing in this section'' and inserting ''Except with respect to subsection (b), nothing in this section''; and

(B) in paragraph (2), by striking ''Nothing in this subpart'' and inserting ''Except with re-

spect to subsection (b), nothing in this subpart''.

**SEC. 23707. PROTECTING CONSTITUTIONAL RIGHTS IN SCHOOL LIBRARIES.**

Subpart 2 of part F of title VIII of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7901 et seq.) is amended by adding at the end the following:

**''SEC. 8549D. PROTECTING CONSTITUTIONAL RIGHTS IN SCHOOL LIBRARIES.**

''The Secretary shall require an assurance from each State educational agency and local educational agency receiving funds under this Act that such agency—

''(1) will protect the First Amendment rights of students in school libraries and will affirmatively further the right to receive information by—

''(A) providing access to a variety of reading materials;

''(B) recognizing that public schools prepare individuals for participation as citizens;

''(C) recognizing that school boards have important and discretionary functions;

''(D) acknowledging that among a school board's functions is a role to play in determining the holdings of a school library;

''(E) understanding the importance of First Amendment protections in school libraries as centers for voluntary inquiry and the dissemination of information and ideas;

''(F) understanding that school boards must exercise their discretionary authority in a manner that comports with First Amendment protections and imperatives; and

''(G) understanding that the exercise of a school board's role in determining the holdings of a school library may not be done in a manner that is partisan, political, or otherwise aimed at prescribing particular schools of thought or opinion; and

''(2) will provide equal protection in the conduct of school libraries in compliance with the requirements of the Fourteenth Amendment and nondiscrimination laws.''.

# Subtitle D—Education Research and Development

## PART 1—NEW ESSENTIAL EDUCATION DISCOVERIES

### SEC. 24101. NATIONAL CENTER FOR ADVANCED DEVELOPMENT IN EDUCATION.

(a) ORGANIZATION.—Section 111(c)(3) of the Education Sciences Reform Act of 2002 (20 U.S.C. 9511(c)(3)) is amended—

(1) in subparagraph (C), by striking ''and'' at the end;

(2) in subparagraph (D), by striking the period at the end and inserting ''; and''; and

(3) by adding at the end the following:

''(E) the National Center for Advanced Development in Education (as described in part G).''.

(b) DEFINITIONS.—Section 102 of the Education Sciences Reform Act of 2002 (20 U.S.C. 9501) is amended by adding at the end the following:

''(24) SCIENCE OF LEARNING AND DEVELOPMENT.—The term 'science of learning and development' means the body of peer-reviewed knowledge from a variety of academic fields and disciplines that demonstrates how students best learn and develop.''.

(c) ESTABLISHMENT.—Title I of the Education Sciences Reform Act of 2002 (20 U.S.C. 9501 et seq.) is amended by adding at the end the following:

**"PART G—NATIONAL CENTER FOR ADVANCED DEVELOPMENT IN EDUCATION**

**"SEC. 195. ESTABLISHMENT.**

''(a) ESTABLISHMENT.—There is established in the Institute a National Center for Advanced Development in Education (in this part referred to as the 'Advanced Development Center').

''(b) MISSION.—The mission of the Advanced Development Center is to—

''(1) identify, develop, and promote advances in and new solutions for teaching and learning, with an emphasis on breakthrough technologies, new pedagogical approaches, innovative learning models, and more efficient, reliable, and valid forms of assessments;

''(2) identify, develop, and promote transformative, community-informed solutions to address disparities in achievement and opportunity for students;

''(3) identify, develop, and promote community-informed advances in teaching and learning that

have the potential to transform education practices across—

"(A) early childhood education;

"(B) elementary and secondary education;

"(C) postsecondary education;

"(D) adult education;

"(E) special education and services for students with disabilities; and

"(F) services for English learners;

"(4) identify, develop, test, and promote strategies and interventions that support student relationships and skill-building consistent with the science of learning and development;

"(5) identify and provide community-informed recommendations and solutions that address additional factors that can improve student outcomes, including—

"(A) access to a diverse teaching workforce; and

"(B) institutional barriers, including with respect to students from underrepresented communities; and

"(6) investigate transformative research opportunities, including—

''(A) technologies to analyze speech samples and identify speech and reading disorders;

''(B) identifying tools to support skill acquisition outside of school (including tools for parents); and

''(C) developing tools to provide feedback directly to students on their competencies.

**''SEC. 196. COMMISSIONER FOR ADVANCED EDUCATION DEVELOPMENT.**

''The Advanced Development Center shall be headed by a Commissioner for Advanced Education Development (in this part referred to as the 'Advanced Development Commissioner') who shall be highly qualified and have substantial knowledge of the methodologies used and activities undertaken by the Advanced Development Center.

**''SEC. 197. DUTIES.**

''(a) GENERAL DUTIES.—The Advanced Development Center shall—

''(1) collect, report, analyze, and disseminate data related to transforming education in the United States;

''(2) approve and terminate projects in accordance with subsection (f)(2)(B);

''(3) set priorities that align with the mission of the Advanced Development Center, including by

identifying areas that can be furthered by research and development, including—

"(A) interventions for learning acceleration, with a particular focus on students who score below proficient on the academic assessments in mathematics or reading or language arts described in section 1111(b)(2) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(2));

"(B) pedagogy; and

"(C) assessments administered to students, including such assessments that are summative, formative, competency-based, performance-based, administered throughout the school year to produce a single summative assessment score, or incorporated into an instructional sequence or lesson;

"(4) support the use of scientific discoveries and inventions to improve teaching and learning;

"(5) carry out the evaluation and dissemination requirements under subsection (e); and

"(6) convene and engage an advisory panel under section 198.

"(b) PLAN.—Not later than 6 months after the date of the enactment of this part, and every 3 years thereafter,

the Advanced Development Commissioner shall submit to the Director a research plan that—

''(1) is consistent with the priorities and mission of the Institute and the mission of the Advanced Development Center; and

''(2) describes how the Advanced Development Center will use the performance management system described in section 185 to assess and improve the activities of the Advanced Development Center.

''(c) TRAINING PROGRAM.—The Advanced Development Commissioner may establish a program to train employees of public and private educational agencies, organizations, and institutions and may establish a fellowship program to appoint such employees as temporary fellows at the Advanced Development Center in order to assist the Advanced Development Center in carrying out its duties.

''(d) COLLABORATION.—

''(1) IN GENERAL.—In carrying out the duties under this section, the Advanced Development Commissioner may award grants and cash prizes, enter into contracts and cooperative agreements, and provide technical assistance.

''(2) ENTITIES.—In awarding grants and cash prizes and entering into contracts and cooperative

agreements under paragraph (1), the Advanced Development Commissioner shall—

"(A) solicit applications from public and private entities; and

"(B) build research collaborations between a variety of stakeholders—

"(i) from the private and public sectors; and

"(ii) with expertise in education practices, including teachers, principals and other school leaders, and local and State educational agency leaders.

"(3) APPLICABLE PROGRAMS.—For purposes of carrying out an applicable program under subsection (f)(2), a program manager may enter into contracts and cooperative agreements in the manner described in paragraph (2).

"(e) EVALUATION AND DISSEMINATION.—

"(1) EVALUATION.—

"(A) IN GENERAL.—The Advanced Development Commissioner shall obtain independent, periodic, and rigorous evaluation of—

"(i) the effectiveness of the processes that the Advanced Development Center is

using to achieve the mission described in section 195(b);

''(ii) the relevance, accessibility, and utility of the awards made and transactions entered into under subsection (d) to education practitioners; and

''(iii) the effectiveness of the projects carried out through such awards and transactions, using evidence standards developed in consultation with the Institute of Education Sciences, and the suitability of such projects for further investment or increased scale.

''(B) BEST PRACTICES.—The Advanced Development Commissioner shall assess the information obtained from the evaluation and identify best practices for the Advanced Development Center.

''(2) DISSEMINATION.—

''(A) IN GENERAL.—The Advanced Development Center shall disseminate, through the entities listed in subparagraph (B), information obtained from the evaluation under paragraph (1) and any other information determined to be relevant by the Advanced Development Commis-

sioner with respect to effective practices and technologies developed under the Advanced Development Center, as appropriate, to—

"(i) education professionals, including teachers, principals, and local and State superintendents; and

"(ii) parents and other caregivers.

"(B) ENTITIES.—The Advanced Development Center shall distribute the information described in subparagraph (A) through—

"(i) the comprehensive centers established under 203 of the Educational Technical Assistance Act of 2002 (20 U.S.C. 9602);

"(ii) the regional laboratories system established under section 174 of the Education Sciences Reform Act of 2002 (20 U.S.C. 9564); and

"(iii) such other means as the Advanced Development Commissioner, in consultation with the Director and the Secretary, determines to be appropriate.

"(3) USE AND ADOPTION.—The Advanced Development Commissioner shall support the use and

adoption of the best practices identified in paragraph (1)(B) at all levels of education and training.

''(f) HIRING.—

''(1) IN GENERAL.—Notwithstanding section 188, the Advanced Development Commissioner, with the approval of and in collaboration with the Director, shall—

''(A) make appointments of scientific, engineering, and professional personnel, which may include temporary or time-limited appointments as determined by the Director to be necessary to carry out the mission described in section 195(b), without regard to the provisions of title 5, United States Code, governing appointment in the competitive service and fix the compensation of such personnel at a rate to be determined by the Director;

''(B) hire staff with sufficient qualifications and expertise (as determined by the Commissioner in consultation with the Director) to enable the Advanced Development Center to carry out the duties described in subsection (a) in conjunction with other operations of the Institute, without regard to the provisions of title 5, United States Code, governing appointment

in the competitive service and fix the compensation of such staff at a rate to be determined by the Director; and

''(C) use all existing authorities of the Director to hire administrative, financial, and clerical staff as necessary to carry out this subsection and pay such staff in accordance with the provisions of chapter 51 and subchapter III of chapter 53 of title 5, United States Code, relating to classification and General Schedule pay rates.

''(2) PROGRAM MANAGERS.—

''(A) IN GENERAL.—The Advanced Development Commissioner, with the approval of and in collaboration with the Director, shall designate staff appointed or hired under subparagraph (A) or (B) of paragraph (1), respectively, to serve as program managers for the Advanced Development Center.

''(B) DUTIES.—A program manager shall be responsible for—

''(i) establishing research and development goals for an applicable program, including by developing and hosting workshops and consulting with outside experts;

''(ii) publicizing such goals;

''(iii) soliciting applications from eligible entities for projects that advance such goals and contribute to making rapid advances in teaching and learning, to be submitted by such entities at such time, in such manner, and containing such information as the program manager, in conjunction with the Advanced Development Commissioner, may require;

''(iv) selecting, on a competitive basis, such projects to be supported under an applicable program, taking into consideration—

''(I) the novelty and scientific and technical merit of a proposed project;

''(II) the demonstrated capabilities of the eligible entity to successfully carry out such proposed project;

''(III) the extent to which the eligible entity considered, as part of the application submitted under clause (iii), future commercial applications of a proposed project to increase the

likelihood of scalability of such project; and

''(IV) such other criteria as the program manager, in conjunction with the Advanced Development Commissioner, may require;

''(v) terminating such projects, as applicable; and

''(vi) establishing the research collaborations described in subsection (d)(3).

''(C) DEFINITIONS.—In this paragraph:

''(i) APPLICABLE PROGRAM.—The term 'applicable program' means a program—

''(I) for which a project manager establishes research and development goals;

''(II) that supports projects aligned with such goals; and

''(III) that receives funds from the Advanced Development Center.

''(ii) ELIGIBLE ENTITY.—The term 'eligible entity' means—

''(I) a State educational agency;

''(II) a local educational agency;

''(III) a public or private nonprofit institution of higher education;

''(IV) a nonprofit educational organization; and

''(V) a federally funded research and development center.

**''SEC. 198. ADVISORY PANEL.**

''(a) ESTABLISHMENT.—Not later than 90 days after the date on which the Advanced Development Commissioner is appointed, the Commissioner shall establish an advisory panel to identify, evaluate, and make recommendations with respect to improving education research in order to promote the mission of the Advanced Development Center.

''(b) DUTIES.—

''(1) REPORT.—Not later than 2 years after the date on which the advisory panel is established, the advisory panel shall create and update on an annual basis a report that—

''(A) identifies, analyzes, and evaluates the state of—

''(i) education research and development; and

''(ii) education research priorities at the State and local levels;

''(B) identifies and promotes advances in teaching and learning; and

''(C) highlights factors that can have an impact on student learning outcomes, with particular attention to opportunity and achievement disparities for students, including the factors addressed in section 195(b)(6).

''(2) SUBMISSION AND PUBLICATION.—Not later than 1 month after the date on which the report described in paragraph (1) is created and not later than 1 month after each subsequent update of such report, the advisory panel shall—

''(A) submit such report to—

''(i) the Advanced Development Commissioner;

''(ii) the Director;

''(iii) the Secretary;

''(iv) the Committee on Appropriations of the House of Representatives;

''(v) the Committee on Appropriations of the Senate;

''(vi) the Committee on Education and Workforce of the House of Representatives; and

"(vii) the Committee on Health, Education, Labor, and Pensions of the Senate; and

"(B) make such report publicly available on the website of the Institute.

"(c) MEMBERSHIP.—The advisory panel shall be composed of at least 8, but not more than 12, members appointed by the Advanced Development Commissioner as follows:

"(1) At least 1 but not more than 2 members shall be parents.

"(2) At least 1 but not more than 2 members shall be education professionals.

"(3) At least 1 but not more than 2 members shall be experts in technology.

"(4) At least 1 but not more than 2 members shall be specialists in rapid gains in student achievement and school improvement.

"(5) At least 1 but not more than 2 members shall be specialists in personalized learning.

"(6) At least 1 but not more than 2 members shall be education and social science researchers.

"(7) At least 1 but not more than 2 members shall be representatives from the Department or the National Science Foundation.

''(8) At least 1 but not more than 2 members shall be individuals with expertise in education issues not otherwise represented who will contribute to the overall rigor and quality of the Advanced Development Center.

''(d) ADVISORY NATURE.—The function of the advisory panel shall be advisory in nature. Nothing in this section shall be construed as giving the advisory panel authority over the activities authorized under this part.

''(e) TERMINATION.—The advisory panel shall terminate 5 years after the date of establishment of such panel.

**''SEC. 199. COMMUNITY-INFORMED DEFINED.**

''In this part, the term 'community-informed' means to be informed by input from State educational agencies, local educational agencies, parents, students, and education practitioners, including teachers, principals, and other school leaders within the community or regional area where activities planned and carried out by the Advanced Development Center will occur.

**''SEC. 200. AUTHORIZATION OF APPROPRIATIONS.**

''(a) IN GENERAL.—There are authorized to be appropriated to carry out this part $500,000,000 for each of fiscal years 2026 through 2030.

''(b) TIMING.—Amounts made available for a fiscal year under subsection (a) shall remain available until expended.

''(c) RESERVATION.—The Secretary may reserve not more than 5 percent of the funds appropriated for a fiscal year under subsection (a) for administrative expenses and technical assistance.''.

**SEC. 24102. IMPROVING STATEWIDE LONGITUDINAL DATA SYSTEMS.**

Section 208 of the Education Sciences Reform Act of 2002 (20 U.S.C. 9607) is amended to read as follows:

**''SEC. 208. GRANT PROGRAM FOR STATEWIDE LONGITUDINAL DATA SYSTEMS.**

''(a) GRANTS AUTHORIZED.—

''(1) GRANTS FOR STATEWIDE LONGITUDINAL DATA SYSTEMS.—

''(A) IN GENERAL.—The Secretary shall award, on a competitive basis, grants to eligible agencies to enable such agencies to design, develop, implement, and improve statewide longitudinal data systems.

''(B) PERIOD.—

''(i) IN GENERAL.—Except as provided in clause (ii), a grant awarded under

subparagraph (A) shall be for a period of not longer than 4 years.

''(ii) RENEWAL.—Upon the conclusion of the grant period described in clause (i), the Secretary may renew a grant awarded under subparagraph (A) for 2 additional years if the eligible agency demonstrates significant progress in meeting its goals, as determined by the Secretary.

''(2) PLANNING GRANTS.—

''(A) IN GENERAL.—Of the amounts made available to carry out this section, the Secretary may reserve not more than 10 percent to award planning grants to eligible agencies to support planning related to the design, development, implementation, improvement, and sustainability of statewide longitudinal data systems, which may include planning to support—

''(i) the integration or coordination of additional Federal, State, Tribal, or local data sources in the statewide longitudinal data system, which may include facilitating interoperability and linkages across such data sources, including from across other Federal, State, Tribal, or local agencies;

"(ii) alignment with the voluntary standards and guidelines described in section 143(a)(6), which may include the use of linked, open, and interoperable data standards;

"(iii) the development of products, tools, or interfaces that provide appropriate access to data insights produced by the statewide longitudinal data system; and

"(iv) upgrading data infrastructure or reporting systems.

"(B) PERIOD.—A grant awarded under subparagraph (A) shall be for a period of not longer than 18 months.

"(C) ENGAGEMENT.—In carrying out planning activities under this paragraph, an eligible agency shall, to the greatest extent practicable, engage students, families, practitioners, education system leaders, policymakers, community organizations, and State, Tribal, and local public agencies.

"(b) APPLICATION.—An eligible agency desiring a grant under subsection (a)(1) shall submit an application to the Secretary at such time, in such manner, and accom-

panied by such information as the Secretary may reasonably require, including the following:

"(1) A description of how the eligible agency will design, develop, implement, or improve a statewide longitudinal data system that will integrate data in accordance with the individual privacy and data security requirements specified in section 183, from the following data sources, to the greatest extent practicable:

"(A) Early childhood education, in accordance with the guidance developed pursuant to subsection (g)(2).

"(B) Elementary and secondary education, including data reported from local educational agencies and the State educational agency.

"(C) Career and technical education.

"(D) Postsecondary education, including data reported from public institutions of higher education and public systems of institutions of higher education.

"(E) Adult education and workforce development programs.

"(F) Unemployment insurance or other statewide data sources with access to labor market outcomes or wage record data and in

accordance with privacy and data security requirements of the State.

''(G) The Bureau of Indian Education, as applicable.

''(2) A description of how the eligible agency will design, develop, implement, or improve a statewide longitudinal data system that may integrate data from other Federal, State, or local public or private agencies or organizations, in accordance with Federal and State privacy laws.

''(3) A description of how the eligible agency will ensure that the statewide longitudinal data system will—

''(A) be able to publicly disaggregate student data by each subgroup of students (as defined in section 1111(c)(2) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(c)(2)));

''(B) ensure technical quality, including validity and reliability, of the data managed by the statewide longitudinal data system;

''(C) enable the development of tools, products, or interfaces that will provide publicly accessible and useful information to students, families, practitioners, education system lead-

ers, policymakers, community organizations, State and local public agencies, and the public in a manner that protects and promotes individual privacy and data security; and

''(D) enable researchers to conduct scientifically valid research in a manner that adheres to Federal or State privacy laws and protections.

''(4) A description of how the statewide longitudinal data system will, to the extent practicable, promote standardized data definitions, open data formats, other widely recognized and adopted standards, and linkages utilized in multiple States, and be aligned with subchapter I of chapter 35 of title 44, United States Code.

''(5) A description of how the eligible agency will protect and promote individual privacy and data security in implementing the State longitudinal data system, including by—

''(A) defining policies, guidelines, or protocols as appropriate for data collection, storage, data sharing, use, data destruction, and disclosure avoidance to secure any personally identifiable information;

''(B) reviewing how researchers, State agencies, local agencies, and other entities that will have access to the statewide longitudinal data systems under this section will adhere to Federal and State privacy laws and protections in the building, maintenance, and use of such data systems; and

''(C) providing training or professional development to any employee or contractor of such system to ensure compliance with section 444 of the General Education Provisions Act (commonly known as the 'Family Educational Rights and Privacy Act of 1974'), section 445 of that Act (commonly known as the 'Protection of Pupil Rights Amendment'), the Children's Online Privacy Protection Act of 1998 (15 U.S.C. 6501 et seq.), the Health Insurance Portability and Accountability Act of 1996 (Public Law 104–191), and any other relevant Federal or State privacy law as determined by the Secretary.

''(6) A description of the data governance structure for the statewide longitudinal data system, which shall, to the greatest extent practicable, support the implementation of statewide data govern-

ance structures that involve all relevant State agencies, and which may include establishing a State chief privacy officer or a data governance coordinator.

''(7) A description of how the eligible agency will promote long-term sustainability of the statewide longitudinal data system, including by identifying State and local funding that will be used to support the operation, maintenance, and upgrades of such system.

''(c) SELECTION.—

''(1) IN GENERAL.—In awarding grants under subsection (a)(1), the Secretary shall use a peer review process that, with respect to the entities selected—

''(A) ensures technical quality (including validity and reliability), promotes data linkages within the State, and ensures the protection of individual privacy consistent with section 183;

''(B) promotes the generation and accurate and timely use of data that is needed—

''(i) to support implementation of—

''(I) the Elementary and Secondary Education Act of 1965;

"(II) the Higher Education Act of 1965;

"(III) the Individuals with Disabilities Education Act;

"(IV) the Carl D. Perkins Career and Technical Education Act of 2006;

"(V) the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.);

"(VI) the Head Start Act (42 U.S.C. 9831 et seq.);

"(VII) the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9857 et seq.); and

"(VIII) other relevant Federal laws as determined by the Secretary; and

"(ii) to facilitate research to improve educational and employment opportunities and outcomes, including student academic achievement, postsecondary education access and completion, labor market outcomes, and the closing of opportunity and achievement gaps between subgroups of students (as defined in section 1111(c)(2)

of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(c)(2))).

''(2) PRIORITY.—In awarding grants under subsection (a)(1), the Secretary shall give priority to eligible agencies that—

''(A) received a planning grant under subsection (a)(2) and propose to carry out activities informed by such planning;

''(B) propose the development of products, tools, or interfaces that provide appropriate access to data insights produced by the statewide longitudinal data system; or

''(C) require the use of the voluntary standards and guidelines described in section 153(a)(5).

''(d) USE OF FUNDS.—An eligible agency receiving an award under subsection (a)(1)—

''(1) shall use funds—

''(A) to enhance or modernize data infrastructure and analytics capacity to integrate data across early childhood education through postsecondary study and labor market outcomes into the statewide longitudinal data system; and

"(B) to carry out the activities described in paragraphs (1) through (7) of subsection (b); and

"(2) may carry out 1 or more of the following activities:

"(A) Award subgrants to public agencies or institutions of higher education to improve the capacity of such agencies or institutions to participate in statewide longitudinal data systems.

"(B) Integrate additional Federal, State, or local data sources in the statewide longitudinal data system or facilitate interoperability between such data sources.

"(C) Develop or increase the access of the public to products, tools, or interfaces that provide appropriate access to data insights produced by the statewide longitudinal data system.

"(D) Implement policies to protect and promote student privacy and data security.

"(E) Provide professional development to individuals, practitioners, and education system leaders to better understand, use, and analyze

data from the statewide longitudinal data system.

''(e) SUPPLEMENT NOT SUPPLANT.—Funds made available under this section shall be used to supplement, and not supplant, other State or local funds used for developing State data systems.

''(f) REPORT.—Not later than 1 year after the date of enactment of the New Essential Education Discoveries Act of 2025, and again 3 years after such date of enactment, the Secretary, in consultation with the National Academies Committee on National Statistics shall make publicly available a report on the implementation and effectiveness of Federal, State, and local efforts related to the activities carried out by eligible entities that receive a grant under subsection (a)(1), including—

''(1) identifying and analyzing State practices regarding the development and use of statewide longitudinal data systems;

''(2) evaluating the ability of such systems to manage individual student data, promote linkages across States, and protect student privacy consistent with section 183; and

''(3) identifying best practices and areas for improvement.

''(g) GUIDANCE.—

''(1) IN GENERAL.—Not later than 1 year after the date of enactment of the New Essential Education Discoveries Act of 2025, and on an ongoing basis thereafter, the Secretary shall issue guidance and provide technical assistance on—

''(A) protecting and promoting individual privacy and data security in implementing statewide longitudinal data systems in accordance with applicable Federal, State, and local privacy laws;

''(B) developing or increasing the public's access to products, tools, or interfaces that provide appropriate access to data insights produced by statewide longitudinal data systems, which may support the public, researchers, policymakers, practitioners, and States in efficiently and accurately accessing, managing, analyzing, and using data to inform decision making and improve educational opportunities and outcomes, including academic achievement, postsecondary education access and completion, and labor market outcomes; and

''(C) supporting data linkages between a statewide longitudinal data system and data from postsecondary education, workforce pro-

grams, unemployment insurance, or other statewide data sources with access to wage record data, which shall include the use of different unique identifiers and may include the use of Social Security numbers, in accordance with applicable Federal, State, and local privacy laws.

''(2) EARLY CHILDHOOD EDUCATION DATA.—The Secretary of Health and Human Services, in coordination with the Statistics Commissioner, shall develop guidance for eligible agencies with respect to integrating data voluntarily reported under the Head Start Act (42 U.S.C. 9831 et seq.) and other early childhood education data in the statewide longitudinal data system.

''(3) EARLY COLLEGE HIGH SCHOOL OR DUAL OR CONCURRENT ENROLLMENT PROGRAMS.—The Statistics Commissioner shall provide technical assistance to eligible agencies to collect and report data related to enrollment, retention, transfer, and completion rates in early college high school or dual or concurrent enrollment programs.

''(h) DEFINITIONS.—In this section:

''(1) ELIGIBLE AGENCY.—The term 'eligible agency' means—

''(A) a State educational agency;

''(B) the office of the Governor of a State;

''(C) a State agency, data governance body, or public sector organization, as determined and designated by the Governor;

''(D) an outlying area; and

''(E) a consortium of entities described in subparagraphs (A) through (C) located in a single State or a consortium of such entities located in 2 or more States.

''(2) STATEWIDE LONGITUDINAL DATA SYSTEM.—The term 'statewide longitudinal data system' means a data system operated by an eligible agency at the State level that connects individual-level data from early childhood education, elementary and secondary education, postsecondary education, adult education, workforce development, labor market outcomes, and other data sources, as determined by the State, in a manner that—

''(A) protects and promotes individual privacy and data security, in accordance with applicable Federal, State, and local privacy laws, increases data transparency, and minimizes reporting burden; and

''(B) enhances the ability of the public, researchers, policymakers, practitioners, and

States to efficiently and accurately access, manage, disaggregate, analyze, and use data to inform decision making and improve educational opportunities and outcomes, including academic achievement, postsecondary education access and completion, and labor market outcomes.

''(i) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this section—

''(1) $500,000,000 for fiscal year 2026; and

''(2) for each fiscal year thereafter, not less than the amount appropriated for fiscal year 2026.''.

## PART 2—NATIONAL EDUCATION TECHNOLOGY CLEARINGHOUSE

### SEC. 24201. ESTABLISHMENT OF NATIONAL EDUCATION TECHNOLOGY CLEARINGHOUSE.

Part D of title I of the Education Sciences Reform Act of 2002 (20 U.S.C. 9561 et seq.) is amended by adding at the end the following:

### ''SEC. 174A. NATIONAL EDUCATION TECHNOLOGY CLEARINGHOUSE.

''(a) IN GENERAL.—There is established in the National Center for Education Evaluation and Regional Assistance a National Education Technology Clearinghouse that shall—

''(1) conduct research to identify, on a periodic basis and to the extent practicable, the most commonly used education technology vendors, products, and services;

''(2) establish and publish a transparent evaluation framework, developed by the Secretary, to assess such vendors, products, and services, which shall examine—

''(A) the quality assurance of the technology, based on the extent to which the technology supports vendor claims and demonstrates evidence of effectiveness for intended educational outcomes, where such evidence is available;

''(B) the technology's compliance with applicable Federal and State student data privacy and security laws related to student, family, educator, and school staff data protection;

''(C) technology vendor data practices, including the use, sharing, or monetization of student or educator data;

''(D) the safety and grade-level appropriateness of included content for students, if applicable;

''(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

''(F) the extent to which products and services undermine or promote the cognitive development and critical thinking skills of students; and

''(3) disseminate research findings to State educational agencies and make such findings available on a publicly accessible website, which shall include—

''(A) a list of education technology vendors that have been found to provide safe, evidence-based products and services;

''(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

''(C) a rating or classification system of such education technology vendors based on the criteria described in paragraph (2).''.

**SEC. 24202. EDUCATION TECHNOLOGY GUIDANCE.**

(a) BEST PRACTICES.—Not later than 1 year after the date of the enactment of this Act, the Secretary shall issue guidance describing best practices for sourcing education technology vendors, products, and services for use and for contracting with education technology vendors, including recommended processes to consult educators and school staff during technology procurement.

(b) QUALITY AND SAFETY.—Not later than 2 years after the date of the enactment of this Act, the Secretary shall issue guidance providing information from the National Education Technology Clearinghouse on the quality and safety of all vendors, products, and services evaluated.

(c) UPDATES TO GUIDANCE.—The Secretary shall update the guidance described in subsections (a) and (b) not less frequently than once every 2 years after the most recent date on which such guidance was issued.

# TITLE III—SUPPORT FOR ADDRESSING SOCIOECONOMIC BARRIERS TO LEARNING

**SEC. 30001. AUTHORIZATION OF APPROPRIATIONS FOR PART A OF TITLE I OF ESEA.**

Section 1002(a) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6302(a)) is amended to read as follows:

''(a) LOCAL EDUCATIONAL AGENCY GRANTS.—There are authorized to be appropriated to carry out the activities described in part A $55,000,000,000 for each of fiscal years 2027 through 2031.''.

## PART 1—PROTECTING PUBLIC EDUCATION

### Subpart A—Protecting Public Schools

#### SEC. 30111. KEEP PUBLIC FUNDS IN PUBLIC SCHOOLS.

Section 70411 of Public Law 119–21 is repealed. The provisions of the Internal Revenue Code of 1986 amended by such section are restored and revived as if such amendments had not been enacted.

#### SEC. 30112. DISTRICT OF COLUMBIA SCHOOL VOUCHER PROGRAM REPEALED.

The opportunity scholarship program under the Scholarships for Opportunity and Results Act (division C of Public Law 112–10) (commonly known as the ''District of Columbia Opportunity Scholarship Program'') is repealed.

#### SEC. 30113. PROHIBITION ON TRANSFER OF ADMINISTRATION OR FUNDS.

(a) IN GENERAL.—No functions authorized under the Elementary and Secondary Education Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301

et seq.), or the Education Sciences Reform Act of 2002 (20 U.S.C. 9501 et seq.) to be carried out by the Secretary of Education or the Department of Education, and no funds provided under such Acts to the Secretary or the Department, may be transferred to or administered by any Federal agency other than the Department (including a transfer executed by an interagency agreement).

(b) FUNCTION DEFINED.—For purposes of this section, the term ''function'' includes any duty, obligation, power, authority, responsibility, right, privilege, activity, or program.

**SEC. 30114. STATE RESPONSIBILITIES.**

(a) MAINTENANCE OF EQUITY.—Subpart 2 of part F of title VIII of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7901 et seq.) is amended by adding at the end the following:

**''SEC. 8549D. MAINTENANCE OF EQUITY.**

''(a) HIGH-NEED LOCAL EDUCATIONAL AGENCIES.—As a condition of receiving funds under part A of title I, a State educational agency shall not, in fiscal year 2027, 2028, 2029, 2030, or 2031, reduce State funding (as calculated on a per-pupil basis) for any high-need local educational agency in the State by an amount that exceeds the overall per-pupil reduction in State funds, if any,

across all local educational agencies in such State in such fiscal year.

''(b) HIGHEST POVERTY LOCAL EDUCATIONAL AGENCIES.—Notwithstanding paragraph (1), as a condition of receiving funds under part A of title I, a State educational agency shall not, in fiscal year 2027, 2028, 2029, 2030, or 2031, reduce State funding (as calculated on a per-pupil basis) for any highest poverty local educational agency below the level of funding (as calculated on a per-pupil basis) provided to each such local educational agency in fiscal year 2025.

''(c) DEFINITIONS.—In this section:

''(1) HIGH-NEED LOCAL EDUCATIONAL AGENCY.—The term 'high-need local educational agency' has the meaning given the term in section 200 of the Higher Education Act of 1965 (20 U.S.C. 1021).

''(2) HIGHEST POVERTY LOCAL EDUCATIONAL AGENCY.—The term 'highest poverty local educational agency' has the meaning given the term in section 2004 of the American Rescue Plan Act of 2021 (Public Law 117–2).''.

(b) OTHER PLAN PROVISIONS.—Section 1111(g)(1) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(g)(1)) is amended—

(1) by redesignating subparagraphs (D) through (G) as subparagraphs (E) through (H), respectively; and

(2) by inserting after subparagraph (C) the following:

''(D) the steps the State educational agency will take to ensure local educational agencies are spending funds equitably, with higher-need schools receiving proportionally greater funding, including taking corrective actions as necessary to ensure equitable spending;''.

**SEC. 30115. STATE AND LOCAL REPORTING REQUIREMENTS.**

Section 1111(h) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(h)) is amended—

(1) in paragraph (2)—

(A) by redesignating subparagraph (D) as subparagraph (E); and

(B) by inserting after subparagraph (C) the following:

''(D) LOCAL EDUCATIONAL AGENCY FUNDING.—Each local educational agency report card shall include the amount of funding under part A of title I the local educational agency held in reserve during the preceding year and

the methodology used by the local educational agency to allocate funds to schools after holding its funds in reserve.''; and

(2) in paragraph (5)—

(A) in subparagraph (C)(ii), by striking ''and'';

(B) by redesignating subparagraph (D) as subparagraph (G); and

(C) by inserting after subparagraph (C) the following:

''(D) the amount of funding under part A of title I the State educational agency held in reserve during the preceding year;

''(E) the methodology used by the State educational agency to allocate funds to local educational agencies after holding funds in reserve;

''(F) the amount that each public school in the state received of funds under part A of title I during the preceding year; and''.

**SEC. 30116. EVALUATION OF FUNDING DISPARITIES.**

(a) MANDATORY DATA COLLECTION.—In carrying out the civil rights data collection required under section 203(c)(1) of the Department of Education Organization Act (20 U.S.C. 3413(c)(1)), the Assistant Secretary for

Civil Rights of the Department shall, as part of the data collection, collect data on the disparities of school funding amounts between local educational agencies located in the same State and the average disparities between different States, disaggregated by the race of students attending such school.

(b) REPORT.—The Assistant Secretary for Civil Rights of the Department shall include a summary of findings on the prevalence and severity of school and State educational funding disparities in the annual report required under section 203(b)(1) of the Department of Education Organization Act (20 U.S.C. 3413(b)(1)). This report shall include recommendations on whether the Secretary or Congress should take corrective action regarding the funding disparities in any State or local educational agency, as well as the type of corrective action recommended.

## Subpart B—Championing Honest and Responsible Transparency in Education Reform

### SEC. 30121. ESEA DEFINITION OF CHARTER SCHOOL.

(a) PROHIBITION OF CONTRACTING WITH FOR-PROFIT ENTITY FOR ESSENTIAL SERVICES.—Section 4310(2) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7221i(2)) is amended—

(1) in subparagraph (L), by striking ''and'' at the end;

(2) in subparagraph (M)—

(A) by moving the margins of such paragraph 2 ems to the left; and

(B) by striking the period and inserting a semicolon; and

(3) by adding at the end the following:

''(N) does not enter into a contract with a for-profit entity, or have a charter management organization or other nonprofit entity enter into such a contract on behalf of such school, under which the for-profit entity operates, oversees, manages, or otherwise carries out the administration of such school, which may include curriculum development, budget management, and faculty management (such as hiring, terminating, or supervising school-level staff); and

''(O) may enter into a contract with a for-profit or nonprofit entity for the provision of—

''(i) food, payroll, facilities maintenance, or transportation services;

''(ii) classroom supplies (such as textbooks); or

''(iii) ancillary services or supplies.''.

(b) GENERAL DEFINITIONS.—Section 8101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801) is amended by adding at the end the following:

''(53) CHARTER SCHOOL.—The term 'charter school' has the meaning given the term in section 4310.''.

**SEC. 30122. IDEA DEFINITION OF CHARTER SCHOOL.**

Section 602 of the Individuals with Disabilities Education Act (20 U.S.C. 1401) is amended by adding at the end the following:

''(37) CHARTER SCHOOL.—The term 'charter school' has the meaning given the term in section 4310 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7221i).''.

**SEC. 30123. EFFECTIVE DATE; APPLICABILITY.**

The amendments made by this subpart—

(1) shall take effect on the date that is 3 years after the date of the enactment of this Act; and

(2) shall only apply with respect to any contract entered into, renewed, or extended on or after the date of the enactment of this Act.

## PART 2—PRESCHOOL FOR ALL

**SEC. 30201. UNIVERSAL PRESCHOOL.**

(a) DEFINITIONS.—In this section:

(1) CHILD EXPERIENCING HOMELESSNESS.—The term ''child experiencing homelessness'' means an individual who is a homeless child or youth under section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a).

(2) COMPREHENSIVE SERVICES.—The term ''comprehensive services'' means services that are provided to low-income children and their families, and that are health, educational, nutritional, social, and other services that are determined, based on family needs assessments, to be necessary, within the means of section 636 of the Head Start Act (42 U.S.C. 9831).

(3) DUAL LANGUAGE LEARNER.—The term ''dual language learner'' means an individual who is limited English proficient, as defined in section 637 of the Head Start Act (42 U.S.C. 9832).

(4) ELIGIBLE CHILD.—The term ''eligible child'' means a child who is age 3 or 4, on the date established by the applicable local educational agency for kindergarten entry.

(5) ELIGIBLE PROVIDER.—The term ''eligible provider'' means—

(A) a local educational agency, acting alone or in a consortium or in collaboration

with an educational service agency, that is licensed by the State or meets comparable health and safety standards;

(B) a Head Start agency or delegate agency funded under the Head Start Act (42 U.S.C. 9831 et seq.);

(C) a licensed center-based child care provider, licensed family child care provider, or community- or neighborhood-based network of licensed family child care providers; or

(D) a consortium of entities described in any of subparagraphs (A), (B), and (C).

(6) INDIAN TRIBE.—The term ''Indian Tribe'' has the meaning given the term in section 4 of the Indian Self-Determination and Education Assistance Act (25 U.S.C. 450b).

(7) POVERTY GUIDELINES.—The term ''poverty guidelines'' means the poverty guidelines updated periodically in the Federal Register by the Department of Health and Human Services under the authority of section 673 of the Community Services Block Grant Act (42 U.S.C. 9902).

(8) SECRETARY.—The term ''Secretary'' means the Secretary of Health and Human Services.

(9) STATE.—The term ''State'' means each of the several States and the District of Columbia.

(10) TERRITORY.—The term ''territory'' means each of the Commonwealth of Puerto Rico, the United States Virgin Islands, Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands.

(11) TRIBAL ORGANIZATION.—The term ''Tribal organization'' has the meaning given the term ''tribal organization'' in section 658P of the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858n).

(12) URBAN INDIAN ORGANIZATION.—The term ''Urban Indian organization'' has the meaning given the term in section 4 of the Indian Health Care Improvement Act (25 U.S.C. 1602).

(b) UNIVERSAL PRESCHOOL.—

(1) APPROPRIATION.—In addition to amounts otherwise available, there is appropriated to the Secretary for each of fiscal years 2027 through 2033, out of any money in the Treasury not otherwise appropriated, such sums as may be necessary to carry out this section and provide the Federal share of the cost of universal, high-quality, free, inclusive, and mixed delivery preschool services, on a voluntary

basis, to children throughout the States under this section, including providing the Federal share of the cost of State activities described in subsection (c)(4).

(2) SECRETARIAL RESERVATIONS.—The Secretary, in collaboration with the Secretary of Education, shall reserve, from the amount appropriated under this subsection—

(A) not less than 4 percent for payments to Indian Tribes, Tribal organizations, and Urban Indian organizations for activities described in this section;

(B) not more than ½ of 1 percent for the territories, to be distributed among the territories on the basis of their relative need, as determined by the Secretary of Health and Human Services in accordance with the objectives of this section, for activities described in this section;

(C) ½ of 1 percent for eligible local entities that serve children in families who are engaged in migrant or seasonal agricultural labor, for activities described in this section;

(D) for Federal activities, including administration, monitoring, technical assistance, and research—

(i) $165,000,000 for fiscal year 2027 and $200,000,000 for fiscal year 2028; and

(ii) for each of fiscal years 2029 through 2033, not more than 2 percent;

(E) $2,500,000,000 for each of fiscal years 2027 through 2033 to improve compensation of Head Start staff consistent with subparagraphs (A)(i) and (B)(viii) of section 640(a)(5) of the Head Start Act (42 U.S.C. 9835(a)(5)), notwithstanding section 653(a)(1) of such Act (43 U.S.C. 9848(a)(1)); and

(F) $1,250,000,000 annually for each of fiscal years 2027 through 2033 to carry out the program of grants to localities described in subsection (e).

(c) PAYMENTS FOR STATE UNIVERSAL PRESCHOOL SERVICES.—

(1) IN GENERAL.—A State that has submitted, and had approved by the Secretary, a State plan for universal preschool services is entitled to a payment under this subsection.

(2) PAYMENTS TO STATES.—

(A) PRESCHOOL SERVICES.—The Secretary shall pay to each State with an approved

State plan under paragraph (6), an amount for each year equal to—

(i) 100 percent of the State's expenditures in the year for preschool services described in subsection (d), for each of fiscal years 2027, 2028, and 2029;

(ii) 90 percent of the State's expenditures in the year for such preschool services, for fiscal year 2030;

(iii) 80 percent of the State's expenditures in the year for such preschool services, for fiscal year 2031;

(iv) 70 percent of the State's expenditures in the year for such preschool services, for fiscal year 2032; and

(v) 60 percent of the State's expenditures in the year for such preschool services, for fiscal year 2033.

(B) STATE ACTIVITIES.—The Secretary shall pay to each State with an approved State plan under paragraph (6) an amount for a fiscal year equal to 50 percent of the amount of the State's expenditures for the activities described in paragraph (4), except that in no case shall a payment for a fiscal year under this sub-

paragraph exceed the amount equal to 10 percent of the State's expenditures described in subparagraph (A) for such fiscal year.

(C) NON-FEDERAL SHARE.—The remainder of the cost paid by the State for preschool services, that is not provided under subparagraph (A), shall be considered the non-Federal share of the cost of those services. The remainder of the cost paid by the State for State activities, that is not provided under subparagraph (B), shall be considered the non-Federal share of the cost of those activities.

(3) ADVANCE PAYMENT; RETROSPECTIVE ADJUSTMENT.—The Secretary may make a payment under subparagraph (A) or (B) of paragraph (2) for a year on the basis of advance estimates of expenditures submitted by the State and such other investigation as the Secretary may find necessary, and may reduce or increase the payment as necessary to adjust for any overpayment or underpayment for a previous year.

(4) STATE ACTIVITIES.—A State that receives a payment under paragraph (2)(B) shall carry out all of the following activities:

(A) State administration of the State's preschool services program described in this section.

(B) Supporting a continuous quality improvement system through the use of data, researching, monitoring, training, technical assistance, professional development, and coaching to support providers participating or seeking to participate in the State's preschool services program and to support such providers in meeting the requirements of this section.

(C) Providing outreach and enrollment support for families of eligible children, including specific outreach to families of underserved populations.

(D) Supporting data systems building.

(E) Supporting staff of eligible providers in pursuing credentials and degrees, including baccalaureate degrees.

(F) Supporting activities that ensure access to inclusive preschool programs for children with disabilities, including, as applicable, activities that redesign or restructure existing preschool programs, as of the date of the activ-

ity, to improve inclusive services for children with disabilities.

(G) Providing age-appropriate transportation services for children, which at a minimum shall include transportation services for children experiencing homelessness and children in foster care.

(H) Conducting or updating the State's statewide needs assessment used for purposes of paragraph (6)(B)(ii).

(5) LEAD AGENCY.—The Governor of a State desiring to receive a payment under this subsection shall designate a State lead agency (such as a State agency or joint interagency office) for the administration of the universal preschool services program under this section.

(6) STATE PLAN.—In order to be eligible for payments under this section, the Governor of a State shall submit a State plan for universal, high-quality, free, inclusive, and mixed delivery preschool services to the Secretary for approval at such time, in such manner, and containing such information as the Secretary, in collaboration with the Secretary of Education, may require. Such plan shall include each of the following:

(A) A certification that the State has in place developmentally appropriate, evidence-based preschool standards that, at a minimum are as rigorous as the standards specified in subparagraph (B) of section 641A(a)(1) of the Head Start Act (42 U.S.C. 9836a(a)(1)) and include program standards for class sizes and ratios.

(B) A certification that the State will prioritize the establishment and expansion of universal, high-quality, free, inclusive, and mixed delivery preschool services in high-need communities, as identified by the State, including—

(i) a description of which high-need communities the State will prioritize for that establishment and expansion within and across those communities;

(ii) a description of how the State determined which communities are high-need communities, including how the State used a research-based methodology, approved by the Secretary, to identify and serve such communities, as determined by—

(I) the rate of poverty among eligible children in the community;

(II) rates of access to high-quality preschool within the community, including, as applicable, rates of disparities for underserved or vulnerable populations as identified through a periodic needs assessment conducted through the preschool development grants program under section 9212 of the Every Student Succeeds Act (42 U.S.C. 9831 note) as applicable, or through another such statewide needs assessment; and

(III) other indicators of community need as required by the Secretary; and

(iii) an assurance that the State will distribute funding for such preschool services under this section within such a high-need community so that a majority of children in the community are offered such preschool services before the State establishes and expands free preschool services in communities with lower levels of need.

(C) As applicable, a description of how the State plans to use funding provided under this section to ensure that existing (as of the date of submission of the State plan) publicly funded preschool programs in the State meet the requirements of this section for a preschool program.

(D) A certification that the State will, in establishing and operating the program of preschool services supported under this section, support a mixed delivery preschool system, including a certification that the State will facilitate the participation in the system of Head Start programs and programs offered by other eligible providers, including providers of licensed family child care.

(E) An assurance that the State will use funding provided under this section to ensure children with disabilities have access to and participate in inclusive preschool programs consistent with provisions in the Individuals with Disabilities Education Act, including an assurance that the State will offer inclusive programming that supports the least restrictive environment requirements in Section 619 of the Indi-

viduals with Disabilities Act for all eligible children who are children with disabilities.

(F) A certification that the State will support the continuous quality improvement of programs providing preschool services under this section, including support through technical assistance, monitoring, and research.

(G) A certification that the State will ensure a highly qualified early childhood workforce to support the requirements of this section.

(H) A description of how the State will coordinate the State's preschool standards described in subparagraph (A) with other early learning standards within the State.

(I) A description of how the State will—

(i) coordinate services and funding provided under this section with services and funding for other Federal, State, and local child care and early childhood development programs;

(ii) at the option of an Indian Tribe or Tribal organization in the State, collaborate and coordinate services and fund-

ing with such Indian Tribe or Tribal organization;

(iii) partner with Head Start agencies to ensure the full utilization of Head Start programs within the State;

(iv) collaborate with entities carrying out programs under section 619 or part C of the Individuals with Disabilities Education Act, to support inclusive preschool programs; and

(v) improve transitions of children from early childhood education to elementary school.

(J) An assurance that the State will partner with not less than 1 institution of higher education to facilitate degree attainment for staff of preschool programs.

(K) An assurance that the State will ensure all preschool services in the State funded under this section will be—

(i)(I) universally available to all children in the State without any additional eligibility requirements; and

(II) be high quality, free, and inclusive;

(ii) by not later than 1 year after receiving such funding, meet the State's preschool education standards described in subparagraph (A);

(iii) offer programming that meets the duration requirements of at least 1,020 annual hours, in the program performance standards applicable to Head Start programs described in section 641A of the Head Start Act (42 U.S.C. 9836a);

(iv) adopt policies and practices to conduct outreach and provide expedited enrollment, including prioritization, to—

(I) children experiencing homelessness;

(II) children in foster care or kinship care;

(III) children in families who are engaged in migrant or seasonal agricultural labor;

(IV) children with disabilities, including children served under part C of the Individuals with Disabilities Education Act who are an eligible child under section 30201; and

(V) dual language learners;

(v) provide salaries, and set salary schedules, for staff that are equivalent to salaries of elementary school staff with similar credentials and experience;

(vi) at a minimum, provide a living wage for all staff of such providers; and

(vii) require educational qualifications for teachers (excluding individuals who were employed by an eligible child care provider or early education program for a cumulative 3 of the last 5 years from the date of enactment and have the necessary content knowledge and teaching skills for early childhood educators, as demonstrated through measures determined by the State) in the preschool program including, at a minimum, requiring that lead teachers in the preschool program have a baccalaureate degree in early childhood education or a related field by not later than 7 years after the date of enactment of this Act. (The requirements specified in this clause shall not apply to individuals who were employed by an eligible child care

provider or early education program for a cumulative 3 of the last 5 years from the date of enactment and have the necessary content knowledge and teaching skills for early childhood educators, as demonstrated through measures determined by the State.).

(L) An assurance that the State will meet the requirements of clauses (ii) and (iii) of section 658E(c)(2)(T) of the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858c(c)(2)(T)), with respect to funding and assessments under this section.

(M) A certification that subgrant amounts described under subsection (d) are sufficient to enable the eligible provider to meet the requirements of this title, and will provide for increased staff payment amounts based on the criteria described in (K)(v) and (vi).

(N) A certification that preschool seats will be distributed equitably among child care (including family child care), Head Start, and schools within the State.

(7) DURATION OF THE PLAN.—Each State plan shall remain in effect for a period of 3 years.

Amendments to the State plan shall remain in effect for the duration of the plan.

(8) TRANSITIONAL STATE PLAN.—The Secretary shall make available a transitional State plan for a period of 1 year that contains such information as the Secretary may require, to demonstrate the State will meet the requirements of this title and that includes—

(A) an assurance that the State will submit a State plan under paragraph (6); and

(B) a description of how the funds received by the State under this title will be spent to expand access to universal, high-quality, free, inclusive, and mixed delivery preschool programs in alignment with the requirements of this title.

(d) SUBGRANTS AND CONTRACTS FOR LOCAL PRESCHOOL PROGRAMS.—

(1) SUBGRANTS AND CONTRACTS.—

(A) IN GENERAL.—A State that receives a payment under subsection (c)(2)(A) for a fiscal year shall use amounts provided through the payment to pay the Federal share of the costs of subgrants to, or contracts with, eligible providers to operate universal, high-quality, free, inclusive, and mixed delivery preschool pro-

grams through the State preschool program in accordance with paragraph (2). A State shall reduce or increase the amounts provided under such subgrants or contracts if needed to adjust for any overpayment or underpayment described in subsection (c)(3).

(B) AMOUNT.—A State shall award a subgrant or contract under this subsection in a sufficient amount to enable the eligible provider to operate a universal, high-quality, free, and inclusive preschool program that meets the requirements of subsection (c)(6)(K) and which amount shall reflect variations in the cost of preschool services by geographic area, type of provider, and age of child, and the additional costs associated with providing inclusive preschool services for children with disabilities.

(C) DURATION.—The State shall award a subgrant or contract under this subsection for a period of not less than 3 years, unless the subgrant or contract is terminated or suspended, or the subgrant period is reduced, for cause.

(2) ENHANCED PAYMENTS FOR COMPREHENSIVE SERVICES.—In awarding subgrants or con-

tracts under this subsection and in addition to meeting the requirements of paragraph (1)(B), the State shall award subgrants or contracts with enhanced payments to eligible providers that offer preschool programs funded under this subsection to a high percentage of low-income children to support—

(A) comprehensive services, including social, emotional and other services that support child well-being;

(B) health and developmental screenings; and

(C) service referral for children and families served by the program involved.

(3) ESTABLISHING AND EXPANDING UNIVERSAL PRESCHOOL PROGRAMS.—In awarding subgrants or contracts under this subsection, the State shall first prioritize establishing and expanding universal preschool programs within and across high-need communities identified under subsection (c)(6)(B) by awarding subgrants or contracts to eligible providers operating within, or with capacity to operate within and across, such high-need communities. Such subgrants or contracts shall be used to enroll and serve children in the preschool program, including—

(A) personnel (including classroom and administrative personnel), including compensation and benefits;

(B) costs associated with implementing the State's preschool standards, providing curriculum sports, and meeting early learning and development standards;

(C) professional development, teacher supports, and training;

(D) implementing developmentally appropriate health and safety standards (including licensure, where applicable), teacher-to-child ratios, and group size maximums;

(E) materials, equipment and supplies;

(F) meeting health and safety standards, including licensure; and

(G) rent or mortgage, utilities, building security, indoor and outdoor maintenance, and insurance.

(4) ESTABLISHING AND EXPANDING UNIVERSAL PRESCHOOL PROGRAMS IN ADDITIONAL COMMUNITIES.—Once a State that receives a payment under subsection (c)(2)(A) meets the requirements of paragraph (2) with respect to establishing and expanding preschool programs within and across high-

need communities, the State shall use any remaining funds from such payment to enroll and serve children in preschool programs, as described in such paragraph, to additional communities in accordance with the statewide needs assessment used for purposes of paragraph (6)(B)(ii). Such funds shall be used for the activities described in (2)(A)(i)–(viii).

(e) GRANTS TO LOCALITIES.—

(1) DEFINITIONS.—In this subsection:

(A) ELIGIBLE LOCALITY.—The term ''eligible locality'' means a city, county, or other unit of general local government, a local educational agency, or a Head Start agency.

(B) LOW-INCOME YOUNG CHILD.—The term ''low-income young child'' means a child who is under age 6 and from a family with a family income that is not more than 200 percent of the poverty guidelines.

(2) IN GENERAL.—The Secretary shall use funds reserved in subsection (b)(2)(F) to award local universal preschool grants to eligible localities located in States that have made it apparent that they will not apply for payments under subsection (c)(2)(A). The Secretary shall award the grants to eligible localities in a State from the allotment made

for that State under paragraph (3). The Secretary shall specify the requirements for an eligible locality to conduct a preschool services program under this subsection which shall, to the greatest extent practicable, be consistent with the requirements applicable to States under this section, including ensuring a free, universal, high-quality, inclusive mixed delivery preschool system.

(3) ALLOTMENTS.—For each State described in paragraph (2), the Secretary shall allot for the State an amount that bears the same relationship to the funds reserved under subsection (b)(2)(F) as the number of low-income young children in the State bears to the total of all such children in States described in paragraph (2).

(4) APPLICATION.—To receive a grant from the corresponding State allotment under this subsection, an eligible locality shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may require. The requirements for the application shall, to the greatest extent practicable, be consistent with the State plan requirements applicable to States under this section.

(5) PRIORITY FOR LOCALITIES SERVING UNDERSERVED COMMUNITIES.—In awarding a grant under this subsection, the Secretary, in collaboration with the Secretary of Education, shall give priority to eligible localities serving high-need communities, determined in accordance with subsection (d)(2)(B).

(f) ALLOWABLE SOURCES OF NON-FEDERAL SHARE.—For purposes of calculating the amount of the non-Federal share, as determined under subsection (c), relating to a payment under such subsection, a State's non-Federal share—

(1) may be in cash or in kind, fairly evaluated, including facilities or property, equipment, or services;

(2) shall include any increase in amounts spent by the State to expand half-day kindergarten programs in the State, as of the day before the date of enactment of this Act, into full-day kindergarten programs;

(3) shall not include contributions being used as a non-Federal share or match for another Federal award;

(4) shall be provided from State or local sources, contributions from philanthropy or other

private organizations, or a combination of such sources and contributions; and

(5) shall count no more than 50 percent of the State's current spending on prekindergarten programs (as of the date of enactment of this Act) toward the State match.

(g) MAINTENANCE OF EFFORT.—

(1) IN GENERAL.—If a State reduces its combined fiscal effort per child for the State's preschool program (whether a publicly funded preschool program or a program under this section) or through State supplemental assistance funds for Head Start programs assisted under the Head Start Act (42 U.S.C. 9831 et seq.), or through any State spending on preschool services for any fiscal year that a State receives payments under subparagraphs (A) and (B) of subsection (c)(2) (referred to in this paragraph as the ''reduction fiscal year'') relative to the previous fiscal year, the Secretary, in collaboration with the Secretary of Education, shall reduce support for such State under such subsection by the same amount as the total reduction in State fiscal effort for such reduction fiscal year.

(2) WAIVER.—The Secretary, in collaboration with the Secretary of Education, may waive the requirements of paragraph (1) if—

(A) the Secretaries determine that a waiver would be appropriate due to a precipitous decline in the financial resources of a State as a result of unforeseen economic hardship, or a natural disaster, that has necessitated across-the-board reductions in State services during the 5-year period preceding the date of the determination, including for early childhood education programs; or

(B) due to the circumstance of a State requiring reductions in specific programs, including early childhood education, the State presents to the Secretaries a justification and demonstration why other programs could not be reduced and how early childhood education programs in the State will not be disproportionately harmed by such State reductions.

(h) SUPPLEMENT NOT SUPPLANT.—Funds received under this section shall be used to supplement and not supplant other Federal, State, and local public funds expended on early childhood education programs in the State.

(i) NONDISCRIMINATION PROVISIONS.—The following provisions of law shall apply to any program or activity that receives funds provided under this section:

(1) Title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.).

(2) Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.).

(3) Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794).

(4) The Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.).

(5) Section 654 of the Head Start Act (42 U.S.C. 9849).

## PART 3—SCHOOL MEALS FOR ALL

### Subpart A—Universal School Meals Program

**SEC. 30311. EFFECTIVE DATE.**

Unless otherwise provided, this subpart, and the amendments made by this subpart, shall take effect 1 year after the date of enactment of this Act.

**SEC. 30312. FREE SCHOOL BREAKFAST PROGRAM.**

(a) IN GENERAL.—Section 4(a) of the Child Nutrition Act of 1966 (42 U.S.C. 1773(a)) is amended, in the first sentence—

(1) by striking ''is hereby'' and inserting ''are''; and

(2) by inserting ''to provide free breakfast to all children enrolled at those schools'' before ''in accordance''.

(b) APPORTIONMENT TO STATES.—Section 4(b) of the Child Nutrition Act of 1966 (42 U.S.C. 1773(b)) is amended—

(1) in paragraph (1)—

(A) in subparagraph (A)(i), by striking subclause (II) and inserting the following:

''(II) the national average payment for free breakfasts, as specified in subparagraph (B).'';

(B) by striking subparagraph (B) and inserting the following:

''(B) PAYMENT AMOUNTS.—

''(i) IN GENERAL.—The national average payment for each free breakfast shall be $2.80, adjusted annually for inflation in accordance with clause (ii) and rounded in accordance with clause (iii).

''(ii) INFLATION ADJUSTMENT.—

''(I) IN GENERAL.—The annual inflation adjustment under clause (i) shall reflect changes in the cost of operating the free breakfast program under this section, as indicated by the

change in the Consumer Price Index for food away from home for all urban consumers.

''(II) BASIS.—Each inflation annual adjustment under clause (i) shall reflect the changes in the Consumer Price Index for food away from home for the most recent 12-month period for which that data is available.

''(iii) ROUNDING.—On July 1, 2027, and annually thereafter, the national average payment rate for free breakfast shall be—

''(I) adjusted to the nearest lower-cent increment; and

''(II) based on the unrounded amounts for the preceding 12-month period.'';

(C) by striking subparagraphs (C) and (E); and

(D) by redesignating subparagraph (D) as subparagraph (C);

(2) by striking paragraphs (2) and (3);

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

(4) in paragraph (3) (as so redesignated), by striking ''paragraph (3) or (4)'' and inserting ''paragraph (2)''.

(c) STATE DISBURSEMENT TO SCHOOLS.—Section 4 of the Child Nutrition Act of 1966 (42 U.S.C. 1773) is amended by striking subsection (c) and inserting the following:

''(c) STATE DISBURSEMENT TO SCHOOLS.—Funds apportioned and paid to any State for the purpose of this section shall be disbursed by the State educational agency to schools selected by the State educational agency to assist those schools in operating a breakfast program.''.

(d) NO COLLECTION OF DEBT.—

(1) IN GENERAL.—Notwithstanding any other provision of the Child Nutrition Act of 1966 (42 U.S.C. 1771 et seq.) or any other provision of law, effective beginning on the date of enactment of this Act, as a condition of participation in the breakfast program under section 4 of that Act (42 U.S.C. 1773), a school—

(A) shall not collect any debt owed to the school for unpaid meal charges; and

(B) shall continue to accrue debt for unpaid meal charges—

(i) for the purpose of receiving reimbursement under section 212; and

(ii) until the effective date specified in section 2.

(2) CHILD NUTRITION ACT OF 1966.—

(A) IN GENERAL.—Section 4 of the Child Nutrition Act of 1966 (42 U.S.C. 1773) is amended by striking subsection (d) and inserting the following:

''(d) NO COLLECTION OF DEBT.—A school participating in the free breakfast program under this section shall not collect any debt owed to the school for unpaid meal charges.''.

(B) CONFORMING AMENDMENT.—Section 23(a) of the Child Nutrition Act of 1966 (42 U.S.C. 1793(a)) is amended by striking ''school in severe need, as described in section 4(d)(1)'' and inserting the following: ''school—

''(1) that has a free breakfast program under section 4 or seeks to initiate a free breakfast program under that section; and

''(2) of which not less than 40 percent of the students are economically disadvantaged students (as identified under a measure described in section

1113(a)(5) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6313(a)(5))).''.

(e) NUTRITIONAL AND OTHER PROGRAM REQUIREMENTS.—Section 4(e) of the Child Nutrition Act of 1966 (42 U.S.C. 1773(e)) is amended—

(1) in paragraph (1)(A), in the second sentence, by striking ''free or'' and all that follows through the period at the end and inserting ''free to all children enrolled at a school participating in the school breakfast program.''; and

(2) in paragraph (2), in the second sentence, by striking ''the full charge to the student for a breakfast meeting the requirements of this section or''.

(f) PROHIBITION ON BREAKFAST SHAMING, MEAL DENIAL.—

(1) IN GENERAL.—Effective beginning on the date of enactment of this Act, a school or school food authority—

(A) shall not—

(i) physically segregate for the purpose of debt shaming or otherwise discriminate against any child participating in the breakfast program under section 4 of the Child Nutrition Act of 1966 (42 U.S.C. 1773); or

(ii) overtly identify a child described in clause (i) by a special token or ticket, an announced or published list of names, or any other means; and

(B) shall provide the program meal to any child eligible under the program.

(2) CHILD NUTRITION ACT OF 1966.—Section 4 of the Child Nutrition Act of 1966 (42 U.S.C. 1773) is amended by adding at the end the following:

''(f) PROHIBITION ON BREAKFAST SHAMING.—A school or school food authority shall not—

''(1) physically segregate for the purpose of debt shaming or otherwise discriminate against any child participating in the free breakfast program under this section; or

''(2) overtly identify a child described in paragraph (1) by a special token or ticket, an announced or published list of names, or any other means.''.

(g) DEPARTMENT OF DEFENSE OVERSEAS DEPENDENTS' SCHOOLS.—Section 20(b) of the Child Nutrition Act of 1966 (42 U.S.C. 1789(b)) is amended by striking ''by this section'' and all that follows through the period at the end and inserting ''by this section.''.

(h) CONFORMING AMENDMENTS.—The Child Nutrition Act of 1966 (42 U.S.C. 1771 et seq.) is amended—

(1) by striking ''or reduced price'' each place it appears;

(2) by striking ''and reduced price'' each place it appears; and

(3) by striking ''a reduced price'' each place it appears.

**SEC. 30313. APPORTIONMENT TO STATES.**

Section 4(b) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1753(b)) is amended—

(1) by striking paragraph (2) and inserting the following:

''(2) PAYMENT AMOUNTS.—

''(A) IN GENERAL.—The national average payment for each free lunch shall be $4.63, adjusted annually for inflation in accordance with subparagraph (C) and rounded in accordance with subparagraph (D).

''(B) ADDITIONAL PAYMENT FOR LOCAL FOOD.—

''(i) DEFINITION OF LOCALLY-SOURCED FARM PRODUCT.—In this subparagraph, the term 'locally-sourced farm product' means a farm product that—

''(I) is marketed to consumers—

''(aa) directly; or

"(bb) through intermediated channels (such as food hubs and cooperatives); and

"(II) with respect to the school food authority purchasing the farm product, is produced and distributed—

"(aa) in the State in which the school food authority is located; or

"(bb) not more than 250 miles from the location of the school food authority.

"(ii) ADDITIONAL PAYMENT ELIGIBILITY.—During a school year, a school food authority shall receive an additional payment described in clause (iii) if the State certifies that the school food authority served meals (including breakfasts, lunches, suppers, and supplements) during the last school year of which not less than 25 percent were made with locally-sourced farm products.

"(iii) PAYMENT AMOUNT.—

"(I) IN GENERAL.—The additional payment amount under this subparagraph shall be—

"(aa) $0.30 for each free lunch and supper;

"(bb) $0.21 for each free breakfast; and

"(cc) $0.08 for each free supplement.

"(II) ADJUSTMENTS.—Each additional payment amount under subclause (I) shall be adjusted annually in accordance with subparagraph (C) and rounded in accordance with subparagraph (D).

"(iv) DISBURSEMENT.—The State agency shall disburse funds made available under this clause to school food authorities eligible to receive additional reimbursement.

"(C) INFLATION ADJUSTMENT.—

"(i) IN GENERAL.—The annual inflation adjustment under subparagraphs (A) and (B)(iii) shall reflect changes in the cost of operating the free lunch program

under this Act, as indicated by the change in the Consumer Price Index for food away from home for all urban consumers.

''(ii) BASIS.—Each annual inflation adjustment under subparagraphs (A) and (B)(iii) shall reflect the changes in the Consumer Price Index for food away from home for the most recent 12-month period for which that data is available.

''(D) ROUNDING.—On July 1, 2027, and annually thereafter, the national average payment rate for free lunch and the additional payment amount for free breakfast, lunch, supper, and supplement under subparagraph (B) shall be—

''(i) adjusted to the nearest lower-cent increment; and

''(ii) based on the unrounded amounts for the preceding 12-month period.''; and

(2) by striking paragraph (3).

**SEC. 30314. NUTRITIONAL AND OTHER PROGRAM REQUIREMENTS.**

(a) ELIMINATION OF FREE LUNCH ELIGIBILITY REQUIREMENTS.—

(1) IN GENERAL.—Section 9 of the Richard B. Russell National School Lunch Act (42 U.S.C. 1758) is amended by striking subsection (b) and inserting the following:

''(b) ELIGIBILITY.—All children enrolled in a school that participates in the school lunch program under this Act shall be eligible to receive free lunch under this Act.''.

(2) CONFORMING AMENDMENTS.—

(A) Section 9 of the Richard B. Russell National School Lunch Act (42 U.S.C. 1758) is amended—

(i) in subsection (c), in the third sentence, by striking ''or at a reduced cost''; and

(ii) in subsection (e), by striking '', reduced price,''.

(B) Section 28 of the Richard B. Russell National School Lunch Act (42 U.S.C. 1769i) is amended—

(i) by striking subsection (b); and

(ii) by redesignating subsection (c) as subsection (b).

(C) Section 17(d)(2)(A) of the Child Nutrition Act of 1966 (42 U.S.C. 1786(d)(2)(A)) is amended—

(i) by striking clause (i); and

(ii) by redesignating clauses (ii) and (iii) as clauses (i) and (ii), respectively.

(D) Section 1902(a) of the Social Security Act (42 U.S.C. 1396a(a)) is amended by striking paragraph (7) and inserting the following:

''(7) provide safeguards which restrict the use or disclosure of information concerning applicants and recipients to purposes directly connected with the administration of the plan;''.

(E) Section 1154(a)(2)(A)(i) of title 10, United States Code, is amended by striking ''in accordance with section 9(b)(1) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1758(b)(1)''.

(F) Section 4301 of the Food, Conservation, and Energy Act of 2008 (42 U.S.C. 1758a) is repealed.

(b) NO COLLECTION OF DEBT.—

(1) IN GENERAL.—Notwithstanding any other provision of the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.) or any other provision of law, effective beginning on the date of enactment of this Act, as a condition of participation

in the school lunch program under that Act, a school—

(A) shall not collect any debt owed to the school for unpaid meal charges; and

(B) shall continue to accrue debt for unpaid meal charges—

(i) for the purpose of receiving reimbursement under section 212; and

(ii) until the effective date specified in section 2.

(2) NATIONAL SCHOOL LUNCH ACT.—Section 9 of the Richard B. Russell National School Lunch Act (42 U.S.C. 1758) is amended by striking subsection (d) and inserting the following:

''(d) NO COLLECTION OF DEBT.—A school participating in the school lunch program under this Act shall not collect any debt owed to the school for unpaid meal charges.''.

**SEC. 30315. SPECIAL ASSISTANCE PROGRAM.**

(a) IN GENERAL.—Section 11 of the Richard B. Russell National School Lunch Act (42 U.S.C. 1759a) is repealed.

(b) CONFORMING AMENDMENTS.—

(1) Section 6 of the Richard B. Russell National School Lunch Act (42 U.S.C. 1755) is amended—

(A) in subsection (a)(2), by striking ''sections 11 and 13'' and inserting ''section 13''; and

(B) in subsection (e)(1), in the matter preceding subparagraph (A), by striking ''section 4, this section, and section 11'' and inserting ''this section and section 4''.

(2) Section 7(d) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1756(d)) is amended by striking ''or 11''.

(3) Section 8(g) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1757(g)) is amended by striking ''and under section 11 of this Act''.

(4) Section 12(f) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1760(f)) is amended by striking ''11,''.

(5) Section 7(a) of the Child Nutrition Act of 1966 (42 U.S.C. 1766(a)) is amended—

(A) in paragraph (1)(A), by striking ''4, 11, and 17'' and inserting ''4 and 17''; and

(B) in paragraph (2)(A), by striking ''sections 4 and 11'' and inserting ''section 4''.

(6) Section 1101(j)(3) of the Families First Coronavirus Response Act (7 U.S.C. 2011 note; Public Law 116–127) is amended—

(A) by striking ''or served under section 11(a)(1) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1760(d), 1759(a)(1))'' and inserting ''of the Richard B. Russell National School Lunch Act (42 U.S.C. 1760(d))''; and

(B) by striking ''or reduced price''.

**SEC. 30316. PRICE FOR A PAID LUNCH.**

Section 12 of the Richard B. Russell National School Lunch Act (42 U.S.C. 1760) is amended—

(1) in subsection (l)(4)—

(A) by striking subparagraph (D); and

(B) by redesignating subparagraphs (E) through (M) as subparagraphs (D) through (L), respectively;

(2) by striking subsection (p); and

(3) by redesignating subsections (q) and (r) as subsections (p) and (q), respectively.

**SEC. 30317. SUMMER FOOD SERVICE PROGRAM FOR CHILDREN.**

Section 13 of the Richard B. Russell National School Lunch Act (42 U.S.C. 1761) is amended—

(1) in subsection (a)—

(A) in paragraph (1)(A)(i)—

(i) in subclause (I), by striking ''have been determined eligible for free or reduced price school meals under this Act and the Child Nutrition Act of 1966 (42 U.S.C. 1771 et seq.)'' and inserting ''are economically disadvantaged students (as identified under a measure described in section 1113(a)(5) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6313(a)(5)))'';

(ii) in subclause (II), by striking ''are eligible for free or reduced price school meals under this Act and the Child Nutrition Act of 1966 (42 U.S.C. 1771 et seq.)'' and inserting ''are economically disadvantaged students (as identified under a measure described in section 1113(a)(5) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6313(a)(5)))'';

(iii) in subclause (III)(bb), by striking ''meet the income standards for free or reduced price school meals under this Act and the Child Nutrition Act of 1966 (42 U.S.C. 1771 et seq.)'' and inserting ''are economically disadvantaged students (as identified under a measure described in section 1113(a)(5) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6313(a)(5)))'';

(iv) in subclause (IV), by striking ''are eligible for free or reduced price school meals under this Act and the Child Nutrition Act of 1966 (42 U.S.C. 1771 et seq.)'' and inserting ''are economically disadvantaged students (as identified under a measure described in section 1113(a)(5) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6313(a)(5)))''; and

(v) in subclause (V), by striking ''are eligible for free or reduced price school meals under this Act and the Child Nutrition Act of 1966 (42 U.S.C. 1771 et seq.)'' and inserting ''are economically disadvantaged students (as identified under a meas-

ure described in section 1113(a)(5) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6313(a)(5)))";

(B) in paragraph (2), by adding at the end the following:

"(C) WAIVER.—If the Secretary determines that a program requirement under this section limits the access of children to meals served under this section, the Secretary may waive that program requirement.

"(D) ELIGIBILITY.—All children shall be eligible to participate in the program under this section.";

(C) in paragraph (5), by striking "only for" and all that follows through the period at the end and inserting "for meals served to all children."; and

(D) in paragraph (13)—

(i) in subparagraph (C)(ii), by striking "eligible for a free or reduced price lunch under this Act or a free or reduced price breakfast under section 4 of the Child Nutrition Act of 1966 (42 U.S.C. 1773)" and inserting "an economically disadvantaged student (as identified under a

measure described in section 1113(a)(5) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6313(a)(5)))''; and

(ii) in subparagraph (D)(ii), by striking ''eligible for free or reduced price lunch under this Act or free or reduced price breakfast under section 4 of the Child Nutrition Act of 1966 (42 U.S.C. 1773)'' and inserting ''economically disadvantaged students (as identified under a measure described in section 1113(a)(5) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6313(a)(5)))'';

(2) in subsection (b)(2), by striking ''may only serve'' and all that follows through ''migrant children'';

(3) by striking subsection (c) and inserting the following:

''(c) PAYMENTS.—

''(1) IN GENERAL.—Payments shall be made to service institutions for meals served—

''(A) during the months of May through September;

''(B) during school vacation at any time during an academic school year;

''(C) during a teacher in-service day; and

''(D) on days that school is closed due to a natural disaster, building repair, court order, or similar cause, as determined by the Secretary.

''(2) LIMITATION ON PAYMENTS.—A service institution shall receive payments under this section for not more than 3 meals and 1 supplement per child per day.''; and

(4) in subsection (f)(3), by striking '', except that'' and all that follows through ''section''.

**SEC. 30318. SUMMER ELECTRONIC BENEFITS TRANSFER FOR CHILDREN PROGRAM.**

Section 13A of the Richard B. Russell National School Lunch Act (42 U.S.C. 1762) is amended—

(1) in subsection (b)(2)(A)(i), by striking ''$40'' and inserting ''$60'';

(2) in subsection (c)(1)—

(A) in subparagraph (A), by striking ''directly certified'' and all that follows through ''this section'' and inserting ''an economically disadvantaged student (as identified under a measure described in section 1113(a)(5) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6313(a)(5)))'';

(B) by striking subparagraph (B); and

(C) by redesignating subparagraphs (C) through (E) as subparagraphs (B) through (D), respectively;

(3) in subsection (f)—

(A) in paragraph (3), in the matter preceding subparagraph (A), by striking ''processes—'' and all that follows through ''to reliably'' in subparagraph (B) and inserting ''processes to reliably''; and

(B) in paragraph (4), in the matter preceding subparagraph (A), by striking ''by—'' and all that follows through ''establishing'' in subparagraph (B) and inserting ''by establishing''; and

(4) in subsection (h), by striking paragraph (2) and inserting the following:

''(2) ELIGIBLE CHILD.—The term 'eligible child' means any child residing in a State or on land under the jurisdiction of a covered Indian Tribal organization that participates in the program established under this section.''.

**SEC. 30319. CHILD AND ADULT CARE FOOD PROGRAM.**

Section 17 of the Richard B. Russell National School Lunch Act (42 U.S.C. 1766) is amended—

(1) in subsection (a)(2), by striking subparagraph (B) and inserting the following:

''(B) any other private organization providing nonresidential child care or day care outside school hours for school children;'';

(2) by striking subsection (c) and inserting the following:

''(c) FREE MEALS.—Notwithstanding any other provision of law—

''(1) all meals and supplements served under the program authorized under this section shall be provided for free to participants of the program; and

''(2) an institution that serves those meals and supplements shall be reimbursed—

''(A) in the case of breakfast, at the rate established for free breakfast under section 4(b)(1)(B)(i) of the Child Nutrition Act of 1966 (42 U.S.C. 1773(b)(1)(B)(i));

''(B) in the case of lunch, at the rate established for free lunch under section 4(b)(2)(A); and

''(C) in the case of a supplemental meal, $1.20, adjusted for inflation in accordance with section 4(b)(2)(C).'';

(3) in subsection (f)—

(A) in paragraph (2), by striking subparagraph (B) and inserting the following:

''(B) LIMITATION TO REIMBURSEMENTS.—An institution may claim reimbursement under this paragraph for not more than 3 meals and 1 supplement per day per child.'';

(B) by striking paragraph (3); and

(C) by redesignating paragraph (4) as paragraph (3);

(4) in subsection (o)—

(A) by striking paragraph (4); and

(B) by redesignating paragraphs (5) and (6) as paragraphs (4) and (5), respectively; and

(5) in subsection (r)—

(A) in the subsection heading, by striking ''Program for At-risk School Children'' and inserting ''Afterschool Meal and Snack Program'';

(B) by striking ''at-risk school'' each place it appears and inserting ''eligible'';

(C) in paragraph (1)—

(i) in the paragraph heading, by striking ''AT–RISK SCHOOL'' and inserting ''ELIGIBLE''; and

(ii) in subparagraph (B), by striking ''operated'' and all that follows through the period at the end and inserting a period; and

(D) in paragraph (4)(A), by striking ''only for'' and all that follows through the period at the end and inserting the following: ''for—

''(i) not more than 1 meal and 1 supplement per child per day served on a regular school day; and

''(ii) not more than 3 meals and 1 supplement per child per day served on any day other than a regular school day.''.

**SEC. 30320. MEALS AND SUPPLEMENTS FOR CHILDREN IN AFTERSCHOOL CARE.**

Section 17A of the Richard B. Russell National School Lunch Act (42 U.S.C. 1766a) is amended—

(1) in the section heading, by striking ''meal supplements'' and inserting ''meals and supplements'';

(2) in subsection (a)(1), by striking ''meal supplements'' and inserting ''free meals and supplements'';

(3) in subsection (b), by inserting ''meals and'' before ''supplements''; and

(4) by striking subsection (c) and inserting the following:

''(c) REIMBURSEMENT.—

''(1) IN GENERAL.—

''(A) MEALS.—A free meal provided under this section to a child shall be reimbursed at a rate of $4.63, adjusted annually for inflation in accordance with paragraph (3)(A) and rounded in accordance with paragraph (3)(B).

''(B) SUPPLEMENTS.—A free supplement provided under this section to a child shall be reimbursed at the rate at which free supplements are reimbursed under section 17(c)(2)(C).

''(2) LIMITATION TO REIMBURSEMENTS.—An institution may claim reimbursement under this section for not more than 1 meal and 1 supplement per day per child served on a regular school day.

''(3) INFLATION; ROUNDING.—

''(A) INFLATION ADJUSTMENT.—

''(i) IN GENERAL.—The annual inflation adjustment under paragraph (1)(A) shall reflect changes in the cost of operating the program under this section, as indicated by the change in the Consumer

Price Index for food away from home for all urban consumers.

''(ii) BASIS.—Each inflation annual adjustment under paragraph (1)(A) shall reflect the changes in the Consumer Price Index for food away from home for the most recent 12-month period for which that data is available.

''(B) ROUNDING.—On July 1, 2027, and annually thereafter, the reimbursement rate for a free meal under this section shall be—

''(i) adjusted to the nearest lower-cent increment; and

''(ii) based on the unrounded amounts for the preceding 12-month period.''.

**SEC. 30321. PILOT PROJECTS.**

Section 18 of the Richard B. Russell National School Lunch Act (42 U.S.C. 1769) is amended—

(1) in subsection (g)(5), by striking subparagraph (B) and inserting the following:

''(B) serve a high proportion of economically disadvantaged students (as identified under a measure described in section 1113(a)(5) of the Elementary and Secondary

Education Act of 1965 (20 U.S.C. 6313(a)(5)));'';

(2) in subsection (h)(1)(A)(ii), by striking ''eligible for free or reduced price meals under this Act'' and inserting ''economically disadvantaged students (as identified under a measure described in section 1113(a)(5) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6313(a)(5)))'';

(3) by striking subsection (j); and

(4) by redesignating subsection (k) as subsection (j).

**SEC. 30322. FRESH FRUIT AND VEGETABLE PROGRAM.**

Section 19(d) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1769a(d)) is amended—

(1) in paragraph (1)—

(A) in the matter preceding subparagraph (A), by striking ''paragraph (2) of this subsection and'';

(B) in subparagraph (A), by striking ''school—'' and all that follows through ''submits'' and inserting ''school that submits'';

(C) in subparagraph (B), by striking ''schools'' and all that follows through ''Act'' and inserting ''high-need schools (as defined in section 2211(b) of the Elementary and Sec-

ondary Education Act of 1965 (20 U.S.C. 6631(b)))''; and

(D) in subparagraph (D)—

(i) by striking clause (i); and

(ii) by redesignating clauses (ii) through (iv) as clauses (i) through (iii), respectively; and

(2) by striking paragraphs (2) and (3) and inserting the following:

''(2) OUTREACH TO HIGH-NEED SCHOOLS.—Prior to making decisions regarding school participation in the program, a State agency shall inform high-need schools (as defined in section 2211(b) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6631(b))), including Tribal schools, of the eligibility of the schools for the program.''.

**SEC. 30323. TRAINING, TECHNICAL ASSISTANCE, AND FOOD SERVICE MANAGEMENT INSTITUTE.**

Section 21(a)(1)(B) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1769b–1(a)(1)(B)) is amended in the matter preceding clause (i) by striking ''certified to receive free or reduced price meals'' and inserting ''who are economically disadvantaged students (as identified under a measure described in section 1113(a)(5)

of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6313(a)(5)))''.

**SEC. 30324. REIMBURSEMENT OF SCHOOL MEAL DELINQUENT DEBT PROGRAM.**

(a) DEFINITIONS.—In this section:

(1) DELINQUENT DEBT.—The term ''delinquent debt'' means the debt owed by a parent or guardian of a child to a school—

(A) as of the effective date specified in section 2; and

(B) for meals served by the school under—

(i) the school breakfast program under section 4 of the Child Nutrition Act of 1966 (42 U.S.C. 1773);

(ii) the school lunch program established under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.); or

(iii) both of the programs described in clauses (i) and (ii).

(2) PROGRAM.—The term ''program'' means the program established under subsection (b)(1).

(3) SECRETARY.—The term ''Secretary'' means the Secretary of Agriculture.

(b) REIMBURSEMENT PROGRAM.—

(1) ESTABLISHMENT.—Not later than 60 days after the effective date specified in section 2, the Secretary shall establish a program under which the Secretary shall reimburse each school participating in a program described in clause (i) or (ii) of subsection (a)(1)(B) for all delinquent debt.

(2) FORM FOR REIMBURSEMENT.—To carry out the program, the Secretary shall design and distribute a form to State agencies to collect data on all delinquent debt in applicable schools in the State, grouped by school food authority.

(3) COMPLETION DATE.—The Secretary shall provide all reimbursements under the program not later than 180 days after the effective date specified in section 2.

(c) REPORT.—Not later than 2 years after the effective date specified in section 2, the Comptroller General of the United States shall submit to Congress and make publicly available a report that describes the successes and challenges of the program.

**SEC. 30325. CONFORMING AMENDMENTS.**

The Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.) is amended—

(1) by striking ''or reduced price'' each place it appears;

(2) by striking ''or a reduced price'' each place it appears;

(3) by striking ''and reduced price'' each place it appears; and

(4) by striking ''a reduced price'' each place it appears.

**SEC. 30326. MEASURE OF POVERTY.**

Section 1113(a)(5) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6313(a)(5)) is amended—

(1) in subparagraph (A), by striking ''the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.)'' and inserting ''the number of children from low-income backgrounds, identified under subparagraph (D)''; and

(2) by adding at the end the following:

''(D) IDENTIFICATION OF CHILDREN FROM LOW-INCOME BACKGROUNDS.—

''(i) IN GENERAL.—A local educational agency or State agency, for the purpose of identifying children from low-income backgrounds enrolled in a school served by a local educational agency, may—

"(I) maintain a record, with respect to each student for whom the local educational agency provides a free public education that contains the information collected from the survey described in clause (iii);

"(II) distribute and collect a student survey based on the template developed under clause (iii) to identify children from low-income backgrounds; and

"(III) utilize direct certification data described in clause (iv)(I) to identify children from low-income backgrounds.

"(ii) PRIVACY.—

"(I) IN GENERAL.—All individual data collected under this subparagraph shall be protected by the local educational agency or State agency in a manner consistent with all applicable local, State, and Federal privacy laws.

"(II) REPORTING DATA.—Only aggregated data, which may include

data disaggregated at the school, local educational agency, or State level, shall be reported to the Secretary at such time and in such manner as the Secretary may reasonably require.

''(iii) SURVEY.—Not later than 180 days after the date of enactment of the Transforming Education for the Future Act, the Secretary, in consultation with the Secretary of Agriculture, shall develop a template survey—

''(I) to identify children from low-income backgrounds that contains only the information necessary to identify a child as a child from a low-income background by using the criteria of eligibility for a free or reduced priced lunch under the Richard B. Russell National School Lunch Act, as such criteria were in effect on September 30, 2022; and

''(II) that shall be designed to be easily accessible and in a user-friendly manner.

''(iv) TRANSITION AUTHORITY FROM FRPL TO ESEA MEASURES.—The Secretary, in coordination with the Secretary of Agriculture, shall have the authority to take such steps as are necessary to provide for the orderly transition to, and implementation of—

''(I) activities that are necessary for the continuity of direct certification carried out by local educational agencies and State agencies specified in paragraphs (4), (5), and (15) section 9(b) of the Richard B. Russell National School Lunch Act, as in effect on September 30, 2022, for the purposes of identifying any child eligible for free or reduced priced lunch under such Act, as in effect on such date, as a child from a low-income background;

''(II) procedures for verification of information collected under this subparagraph, which may include procedures modeled on the requirement specified in section 9(b)(3) of the

Richard B. Russell National School Lunch Act, as in effect on September 30, 2022; and

''(III) data privacy provisions for information collected under this subparagraph, in accordance with the requirements specified in section 9(b)(6) of the Richard B. Russell National School Lunch Act, as in effect on September 30, 2022.

''(v) SPECIAL RULE.—For the purposes of subparagraph (A), a local educational agency may determine the number of children from low-income backgrounds enrolled in a school served by such agency using one or more of the following methods:

''(I) Results from surveys specified in clause (i)(II).

''(II) Direct certification data specified in clause (i)(III).

''(III) Utilization of both methods described in subclauses (I) and (II).''.

**SEC. 30327. SUPPLEMENTAL NUTRITION ASSISTANCE PROGRAM.**

(a) AGREEMENT FOR DIRECT CERTIFICATION.—

(1) IN GENERAL.—Section 11 of the Food and Nutrition Act of 2008 (7 U.S.C. 2020) is amended—

(A) by striking subsection (u); and

(B) by redesignating subsections (v) through (x) as subsections (u) through (w), respectively.

(2) CONFORMING AMENDMENTS.—Section 11(e) of the Food and Nutrition Act of 2008 (7 U.S.C. 2020(e)) is amended—

(A) in paragraph (8)(F), by striking ''or subsection (u)''; and

(B) in paragraph (26)(B), by striking ''(x)'' and inserting ''(w)''.

(b) NUTRITION EDUCATION AND OBESITY PREVENTION GRANT PROGRAM.—Section 28(a) of the Food and Nutrition Act of 2008 (7 U.S.C. 2036a(a)) is amended by striking paragraph (1) and inserting the following:

''(1) an individual eligible for benefits under this Act;''.

**SEC. 30328. HIGHER EDUCATION ACT OF 1965.**

(a) TEACHER QUALITY ENHANCEMENT.—Subparagraph (A) of section 200(11) of the Higher Education Act

of 1965 (20 U.S.C. 1021(11)) is amended to read as follows:

"(A) IN GENERAL.—The term 'high-need school' means a school that is in the highest quartile of schools in a ranking of all schools served by a local educational agency, ranked in descending order by percentage of students from low-income families enrolled in such schools, as determined by the local educational agency based on one of the following measures of poverty:

"(i) The percentage of students aged 5 through 17 in poverty counted in the most recent census data approved by the Secretary.

"(ii) The percentage of students in families receiving assistance under the State program funded under the program of block grants to States for temporary assistance for needy families established under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.).

"(iii) The percentage of students eligible to receive medical assistance under the program of medical assistance established

under title XIX of the Social Security Act (42 U.S.C. 1396 et seq.).

''(iv) A composite of two or more of the measures described in clauses (i) through (iii).''.

(b) GEAR UP.—Subparagraph (A) of section 404B(d)(1) of the Higher Education Act of 1965 (20 U.S.C. 1070a–22(d)(1)) is amended to read as follows:

''(A) provide services under this chapter to at least one grade level of students, beginning not later than 7th grade, in a participating school—

''(i) that has a 7th grade; and

''(ii) in which—

''(I) at least 50 percent of the students enrolled are economically disadvantaged students (as identified under a measure described in section 1113(a)(5) of the Elementary and Secondary Education Act of 1965); or

''(II) if an eligible entity determines that it would promote the effectiveness of a program, an entire grade level of students, beginning not later than the 7th grade, reside in public

housing, as defined in section 3(b)(1) of the United States Housing Act of 1937 (42 U.S.C. 1437a(b)(1)).''.

(c) EARLY FEDERAL PELL GRANT COMMITMENT DEMONSTRATION PROGRAM.—Section 894(b) of the Higher Education Act of 1965 (20 U.S.C. 1161y(b)) is amended—

(1) in paragraph (1)(B), by striking ''qualify for a free or reduced price school lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.) or the Child Nutrition Act of 1966 (42 U.S.C. 1771 et seq.)'' and inserting ''are economically disadvantaged students (as identified under a measure described in section 1113(a)(5) of the Elementary and Secondary Education Act of 1965)''; and

(2) in paragraph (5), by striking ''eligible for a free or reduced price school lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.) or the Child Nutrition Act of 1966 (42 U.S.C. 1771 et seq.)'' and inserting ''economically disadvantaged students (as identified under a measure described in section 1113(a)(5) of the Elementary and Secondary Education Act of 1965)''.

**SEC. 30329. ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965.**

(a) LITERACY EDUCATION FOR ALL.—Section 2221(b)(3)(B) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6641(b)(3)(B)) is amended—

(1) by striking clause (i); and

(2) by redesignating clauses (ii) and (iii) as clauses (i) and (ii), respectively.

(b) GRANTS FOR EDUCATION INNOVATION AND RESEARCH.—Section 4611(d)(2) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7261(d)(2)) is amended—

(1) by striking subparagraph (B); and

(2) by redesignating subparagraphs (C) and (D) as subparagraphs (B) and (C), respectively.

(c) ELIGIBILITY FOR HEAVILY IMPACTED LOCAL EDUCATIONAL AGENCIES.—Item (bb) of section 7003(b)(2)(B)(i)(III) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7703(b)(2)(B)(i)(III)) is amended to read as follows:

''(bb) has an enrollment of children described in subsection (a)(1) that constitutes a percentage of the total student enrollment of the agency that is not less than 30 percent; and''.

**SEC. 30330. AMERICA COMPETES ACT.**

Section 6122(3) of the America COMPETES Act (20 U.S.C. 9832(3)) is amended by striking ''data on children eligible for free or reduced-price lunches under the Richard B. Russell National School Lunch Act,''.

**SEC. 30331. WORKFORCE INNOVATION AND OPPORTUNITY ACT.**

Section 3(36)(A) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102(36)(A)) is amended—

(1) by striking clause (iv); and

(2) by redesignating clauses (v) and (vi) as clauses (iv) and (v), respectively.

**SEC. 30332. NATIONAL SCIENCE FOUNDATION AUTHORIZATION ACT OF 2002.**

Section 4(8) of the National Science Foundation Authorization Act of 2002 (42 U.S.C. 1862n note; Public Law 107–368) is amended—

(1) by striking subparagraph (A); and

(2) by redesignating subparagraphs (B) and (C) as subparagraphs (A) and (B), respectively.

**SEC. 30333. CHILD CARE AND DEVELOPMENT BLOCK GRANT.**

Section 658O(b) of the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858m(b)) is amended—

(1) in paragraph (1)(B), by striking ''school lunch factor'' and inserting ''economically disadvantaged students factor''; and

(2) by amending paragraph (3) to read as follows:

''(3) ECONOMICALLY DISADVANTAGED STUDENTS FACTOR.—In this subsection, the term 'economically disadvantaged students factor' means the ratio of the number of children in the State who are economically disadvantaged students (as identified under a measure described in section 1113(a)(5) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6313(a)(5))) to the number of such children in all the States as determined annually by the Secretary of Education.''.

**SEC. 30334. CHILDREN'S HEALTH ACT OF 2000.**

Section 1404(b) of the Children's Health Act of 2000 (42 U.S.C. 9859c(b)) is amended—

(1) in paragraph (1)(B), by striking ''school lunch factor'' and inserting ''economically disadvantaged students factor''; and

(2) by amending paragraph (3) to read as follows:

''(3) ECONOMICALLY DISADVANTAGED STUDENTS FACTOR.—In this subsection, the term 'eco-

nomically disadvantaged students factor' means the ratio of the number of children in the State who are economically disadvantaged students (as identified under a measure described in section 1113(a)(5) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6313(a)(5))) to the number of such children in all the States as determined annually by the Secretary of Education.''.

**SEC. 30335. JUVENILE JUSTICE AND DELINQUENCY PREVENTION.**

Section 252(i) of the Juvenile Justice and Delinquency Prevention Act of 1974 (34 U.S.C. 11162(i)) is amended to read as follows:

''(i) FREE SCHOOL LUNCHES FOR INCARCERATED JUVENILES.—

''(2) IN GENERAL.—A juvenile who is incarcerated in an eligible juvenile detention center is eligible to receive free lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.).

''(3) GUIDANCE.—Not later than 1 year after the date of the enactment of the Transforming Education for the Future Act, the Attorney General, in consultation with the Secretary of Agriculture, shall provide guidance to States relating to the options for

school food authorities in the States to apply for reimbursement for free lunches under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.) for juveniles who are incarcerated.

''(4) ELIGIBLE JUVENILE DETENTION CENTER DEFINED.—In this subsection, the term 'eligible juvenile detention center' does not include any private, for-profit detention center.''.

## Subpart B—Mitigating Electronic Access Losses for Students

### SEC. 30341. SUMMER EBT FRAUD PREVENTION.

Section 13A of the Richard B. Russell National School Lunch Act (42 U.S.C. 1762) is amended—

(1) by redesignating subsection (h) as subsection (i); and

(2) by inserting after subsection (g) the following:

''(h) SUMMER EBT FRAUD PREVENTION.—

''(1) GUIDANCE; RULEMAKING.—The Secretary shall—

''(A) issue guidance to State agencies and covered Indian Tribal organizations, on an ongoing basis, as informed by the process outlined in subparagraph (D), that describes security measures that—

"(i) are effective, as determined by the Secretary, in detecting and preventing theft of summer EBT benefits, including through card skimming, card cloning, and other similar fraudulent methods;

"(ii) are consistent with industry standards for detecting, identifying, and preventing debit and credit card skimming, card cloning, and other similar fraudulent methods; and

"(iii) consider the feasibility of cost, availability, and implementation for State agencies and covered Indian Tribal organizations;

"(B) promulgate regulations through notice-and-comment rulemaking to require State agencies and covered Indian Tribal organizations that elect to participate in the program under this section to take the appropriate security measures, as determined by the Secretary, described in the guidance issued under subparagraph (A);

"(C) not later than 1 year after the date of enactment of this subsection, promulgate regulations (including an interim final rule) to

require State agencies and covered Indian Tribal organizations that elect to participate in the program under this section to implement procedures for the replacement of summer EBT benefits consistent with paragraph (2);

''(D) coordinate with the Director of the Office of Family Assistance of the Administration for Children and Families of the Department of Health and Human Services, the Attorney General of the United States, State agencies, covered Indian Tribal organizations, retailers (including retail food stores described in subparagraph (A) of subsection (b)(1) and vendors described in subparagraph (B) of such subsection), and EBT contractors—

''(i) to determine—

''(I) how summer EBT benefits are being stolen through card skimming, card cloning, and other similar fraudulent methods;

''(II) how those stolen benefits are used; and

''(III) the locations where card skimming, card cloning, and other

similar fraudulent methods are taking place;

''(ii) to establish measures, including equipment enhancements for retail food stores described in subparagraph (A) of subsection (b)(1) and vendors described in subparagraph (B) of such subsection, to prevent summer EBT benefits from being stolen through card skimming, card cloning, and other similar fraudulent methods; and

''(iii) to establish standard reporting methods for State agencies and covered Indian Tribal organizations that elect to participate in the program under this section to collect and share data with the Secretary on the scope of summer EBT benefits being stolen through card skimming, card cloning, and other similar fraudulent methods; and

''(E) not later than 2 years after the date of enactment of this subsection, submit to the Committee on Agriculture, Nutrition, and Forestry of the Senate and the Committee on Edu-

cation and Workforce of the House of Representatives a report that includes—

"(i) information on the frequency of theft of summer EBT benefits and the location of those thefts, including benefits stolen through card skimming, card cloning, and other similar fraudulent methods;

"(ii) a description of the determinations made under subparagraph (D)(i), the measures established under subparagraph (D)(ii), and methods established in subparagraph (D)(iii);

"(iii) a description of the industry standards described in subparagraph (A)(ii);

"(iv) a comparison of State agency and covered Indian Tribal organization plans related to reimbursement, prevention, and other relevant procedures approved in accordance with paragraph (2)(A)(i); and

"(v) a description of actions taken by the Secretary, and actions the Secretary plans to take, to detect and prevent theft

of summer EBT benefits, including benefits stolen through card skimming, card cloning, and other similar fraudulent methods.

''(2) REPLACEMENT OF BENEFITS.—

''(A) IN GENERAL.—The Secretary shall use funds appropriated pursuant to this section to require State agencies and covered Indian Tribal organizations that elect to participate in the program under this section to replace summer EBT benefits that are determined by the State agency or covered Indian Tribal organization to have been stolen through card skimming, card cloning, or similar fraudulent methods, subject to the conditions that—

''(i) the State agency or covered Indian Tribal organization shall include as part of each plan for operations and management of the State agency or covered Indian Tribal organization required under section 292.8 of title 7, Code of Federal Regulations (or a successor regulation), and submitted after the date of enactment of this Act a plan for the replacement of stolen summer EBT benefits that—

"(I) includes appropriate procedures, as determined by the Secretary, for the timely submission of claims to, timely validation of claims by, and replacement issuance by the State agency or covered Indian Tribal organization that includes—

"(aa) a signed statement by the affected eligible household on the benefit theft, consistent with the signature requirements and options, including electronic signatures, provided by section 11(e)(2)(C) of the Food and Nutrition Act of 2008 (7 U.S.C. 2020(e)(2)(C));

"(bb) criteria to determine if a submitted claim is valid;

"(cc) procedures for the documentation of replacement issuances, including the submitted claims and findings from the validation;

"(dd) the submission of data reports on benefit theft and re-

placement activity to the Secretary;

"(ee) procedures to inform eligible households of their right to appeal an adverse decision regarding a submitted claim; and

"(ff) the State agency's or covered Indian Tribal organization's use and planned use of benefit theft prevention measures, including any additional guidance that may be issued under subsection (h)(1);

"(II) includes appropriate procedures, as determined by the Secretary, for reporting the scope and frequency of card skimming affecting eligible households to the Secretary; and

"(III) includes appropriate procedures, as determined by the Secretary, in the case of theft involving a card or other account that stores summer EBT benefits and other benefits (including supplemental nutrition assistance program benefits), for deter-

mining, to the extent possible, the total portion of stolen benefits that is attributable to summer EBT benefits; and

"(ii) the replacement of stolen summer EBT benefits for an eligible household shall not exceed the lesser of—

"(I) the amount of summer EBT benefits stolen from the eligible household—

"(aa) during the calendar year that the claim reporting such theft was submitted; and

"(bb) that have not been replaced or otherwise supplemented by a prior approved claim; or

"(II) the amount equal to the summer EBT benefit allotment of the eligible household issued to the eligible household immediately prior to the date on which the benefits were stolen.

"(B) PLAN DEADLINE FOR CURRENT PARTICIPANTS.—In the case of a State agency or covered Indian Tribal organization participating

in the program under this section on the date of enactment of this subsection, such State Agency or covered Indian Tribal organization shall be required to—

''(i) submit an initial version of the plan for the replacement of stolen summer EBT benefits described in subparagraph (A)(i) to the Secretary for approval not later than 60 days after the date of enactment of this subsection; and

''(ii) implement such initial plan upon approval by the Secretary.

''(3) COMPTROLLER GENERAL.—

''(A) IN GENERAL.—Not later than 2 years after the date of enactment of this subsection, the Comptroller General of the United States shall submit to the Committee on Education and Workforce of the House of Representatives and the Committee on Agriculture, Nutrition, and Forestry of the Senate a report that examines risks related to summer EBT benefit payment system security, including the risk of stolen benefits through card skimming, card cloning, and other similar methods.

"(B) CONTENTS.—The report under subparagraph (A) shall include an assessment of—

"(i) the extent to which the Department of Agriculture manages summer EBT benefit payment system security, including risks related to stolen benefits, compared to leading industry practices;

"(ii) the manner in which State agencies, covered Indian Tribal organizations, retailers, and other relevant entities manage risks related to stolen summer EBT benefits;

"(iii) the oversight of and guidance provided by the Secretary to State agencies and covered Indian Tribal organizations regarding stolen summer EBT benefits; and

"(iv) recommendations and policy options for—

"(I) improving how the Department of Agriculture and other relevant entities manage summer EBT benefit payment system security risks, including those related to stolen benefits; and

"(II) how the Department of Agriculture may best share those improvements with State agencies, covered Indian Tribal organizations, retailers, and other relevant entities.".

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