



A BILL OR AN ACT

An Act to address the needs of students, families and other residents of under-resourced communities through the establishment of sustainable community schools featuring high impact opportunities, collaborations and services. This Act aims to:

- 1. Ensure high-quality educational opportunities and improved educational outcomes for all students through investment in sustainable community schools.*
- 2. Use the authority of state legislative bodies to support and fund the planning, development, implementation and evaluation of sustainable community wrap around schools.*
- 3. Elevate sustainable community wrap around schools as a comprehensive solution to problems facing public schools, especially in poor communities.*
- 4. Document and evaluate lessons learned from community schools programs to develop a set of best practices to be shared locally, state-wide and nationally.*

Be it enacted by the legislature of State [X] that Title [YY] is amended to include a new Article [123] which reads as follows

Section 101. Legislative Declarations and Findings

- (a) Too many students in the State—particularly students of color and poor students—attend schools that are persistently low-performing. In order to ensure high-quality educational opportunities and improved educational outcomes for all students, the State must invest in approaches that are supported by research and consistent with best practices in the field.
- (b) This bill builds on more than 20 years of work designing and implementing full service community schools in high poverty neighborhoods. The Alliance to Reclaim Our Schools (AROS) “Sustainable Community Schools” model is supported by research and

consistent with best practices in the field. The AROS Sustainable Community Schools model includes the following elements:

- Curriculum that is engaging, culturally relevant and challenging. A robust selection of classes and after-school programs in the arts, languages, ethnic studies, AP and honors courses as well as services such as ELL, special education, GED prep and job training.
 - An emphasis on high quality teaching, not on high stakes testing. Assessments are used to help teachers meet the needs of students. Educators have a real voice in professional development.
 - Wrap-around supports such as health care, eye care and social and emotional services that support academics. They are available before, during and after school and are provided year-round to the full community. Providers are accountable and culturally competent.
 - Positive discipline practices such as restorative justice and social and emotional learning supports are stressed so students grow and contribute to the school community and beyond. Suspensions and harsh punishments are eliminated or greatly reduced.
 - Transformational parent and community engagement is promoted so the full community actively participates in planning and decision-making. This process recognizes the link between the success of the school and the development of the community as a whole.
- (c) The Legislature can drive dramatic improvements in public education and student health and achievement by creating opportunities for local education agencies, schools and community partners to collaborate in the planning and operation of sustainable community schools and by creating pathways for parents, teachers, other school staff and members of the broader community to engage meaningfully in these processes.

Section 102. Definitions

- (a) “Applicant” means a school, a local education agency, or a consortium, in which at least one party is a community partner, proposing to work in collaboration with one or more community organizations, which is seeking a Sustainable Community School Operational Grant pursuant to Section 104. The “applicant” will serve as the fiscal agent for the consortium.
- (b) “Classified staff” means non-supervisory employees of a school, excluding teachers.
- (c) “Covered school site” means any school site at which an applicant has proposed or has been funded to provide community school programming under Section 103 or Section 104.
- (d) “Community partner” means a community stakeholder including (but not limited to): parents and parent organizations, students and student organizations, early learning

programs, the business community, civil rights organizations, civic engagement organizations, advocacy groups, local civic and community-based organizations, local governmental agencies, the local school employee organizations, and institutions of higher education.

- (e) “Community organization” means a non-profit organization that has been in existence for three years or more and has a verifiable track record of working with the community surrounding the covered school site on education and other issues.
- (f) “Community school programming” means services, activities and opportunities described under Section 103(g).
- (g) “Consortium” means a group of local education and/or governmental agencies, schools, community partners and/or community organizations that propose to work with one another to plan and/or implement community school programming pursuant to Section 104.
- (h) “Grantee” means an applicant that has been granted a Sustainable Community School Operational Grant under Section 104.
- (i) “High-quality childcare or early childhood education programming” means educational programming for preschool-aged children that is grounded in research and consistent with best practices in the field.
- (j) “Lead Partner Agency” is the organization that joins the school to manage and lead the work of developing and sustaining the community school.
- (k) “Trained health care professional” means a health care practitioner with formal education and clinical training who is credentialed through certification, registration and/or licensure to deliver high quality patient care services for the identification, prevention, and treatment of diseases, disabilities and disorders.
- (l) “Relevant experts” means individuals, institutions or organizations with experience in the design, implementation or evaluation of programs related to the topics described in Section 104(b)(1) or Section 104(b)(2).

Section 103. Sustainable Community School Grants Program

- (a) The State Education Agency shall make grants available to plan, implement and improve sustainable community schools. A request-for-proposal process must be used in awarding grants, and proposals shall be evaluated and scored on the basis of criteria

consistent with this Section. Proposals may be submitted by applicants provided that each covered school site referenced in the proposal is:

- (1) A Title I school in improvement, corrective action, or restructuring that is among the lowest-achieving fifteen percent of Title I schools in the State; or
 - (2) A secondary school that is eligible for, but does not receive, Title I funds that is among the lowest-achieving fifteen percent of secondary schools in the State; or
 - (3) A high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over three years; or
 - (4) Any school the State Education Agency determines is a school in poverty that would benefit from the community school programming.
- (b) The State Education Agency shall establish and enforce a policy prohibiting discrimination on the basis of race, national origin, religion, sex, disability, sexual orientation, gender expression or identity, housing status or immigration status in the development and administration of community school programming.
- (c) Technical assistance, including but not limited to grant writing and support for the design of non-discriminatory community school programming, must be made available to applicants. Such technical assistance may be provided by the State Education Agency directly or by an organization with demonstrated experience with community schools planning in partnership with community organizations or civic engagement organizations funded by the State Education Agency through a request for proposal process to provide such technical assistance.
- (d) Sustainable Community School Grants may be awarded, pursuant to Section 104, to applicants who have demonstrated a need to implement a sustainable community schools program but are in need of additional planning to establish or expand existing programming. Schools unready to implement programming immediately shall use their grant funds for up to one year of planning. At the end of this period the school must submit a Community School Plan, pursuant to Section 104(f).
- (1) Applicants that have demonstrated readiness to begin operation of a sustainable community school program and submitted a Community School Plan, pursuant to Section 104(f), need not use the first year of the grant for planning and will be awarded the Sustainable Community School Operational Grants, pursuant to Section 104. Sustainable Community School Operational Grants shall be no more than X dollars and shall supplement, not supplant, existing services and funds.
- (e) Upon award of a Sustainable Community School Operational Grant, each grantee must establish a School Leadership Team responsible for developing school-specific programming goals, assessing program needs and overseeing the process of implementing expanded programming at each covered site. The School Leadership Team shall meet the following requirements:
- (1) The School Leadership Team for a middle or elementary school shall have between 12-15 members. The School Leadership Team shall be compromised of

no less than 60% parents, residents and teachers and shall include the following stakeholders:

- a. Principal
 1. The school principal shall be a voting member of the School Leadership Team. The school principal shall not be the chair of the School Leadership Team.
- b. Community Partners (including representatives from the lead partner agency).
- c. Parents/Residents
 1. If the school has a relevant civic association or parent-teacher organization, or civic engagement organization (such as Parent Teacher Association chapter), the lead partner agency or Principal should work with those organizations to hold elections to select representatives.
- d. Teachers
 1. If an employee organization of teachers has a collective bargaining agreement with the school district, the employee organization shall administer a democratic selection process to choose the teachers on the team, provided that at least one member of the School Leadership Team be a teacher selected directly by the employee organization. If the employee organization does not have collective bargaining authority representatives will be chosen by a democratic selection process lead by the Lead Agency or Principal.
- e. Upon selection, the School Leadership Team shall immediately appoint two representatives from the community who are not parents, teachers, classified staff or students to serve as voting members on the School Leadership Team.
- f. Following the selection of the community representatives, the School Leadership Team shall select a chair to guide the School Leadership Team's work.

(2) The School Leadership Team for a high school shall have between 12-15 members and shall meet the requirements of Section 103(e)(1)(i)-(iv) except the School Leadership Team shall also include two students elected by students of the school who shall serve as voting members.

(3) The School Leadership Team at each grantee's covered school site or sites shall be responsible for overseeing the baseline analyses described in Section 104(b). Each such School Leadership Team shall also have ongoing responsibility for monitoring the development and implementation of sustainable community school operations and programming at each school site and shall issue recommendations to school leadership, the Local Education Agency and community partners on a regular basis and summarized in an annual report. These reports shall also be made available to the public at the school site and on school and district websites.

- (f) Upon award of a Sustainable Community School Operational Grant, each successful applicant shall hire a Resource Coordinator to coordinate services at each covered school site. If proposing to serve three or more sites, the successful applicant shall also hire a Program Director to coordinate activities across covered school sites. Resource Coordinators and Program Directors shall work collaboratively with school leadership and School Leadership Teams to provide the services and programs that meet school and community needs and priorities.
- (g) Each applicant school must demonstrate how they will move to positive discipline practices, more engaging and relevant curriculum, and transformative parent engagement. In addition, each applicant shall propose to provide a minimum of two of the following types of community school programming at each covered school site during the grant period:
- a. Early Childhood:
 - 1. Early childhood education;
 - 2. Programs under the Head Start Act, including Early Head Start programs;
 - 3. Child care services;
 - b. Academic:
 - 1. Academic support and enrichment activities, including expanded learning time;
 - 2. Summer or after-school enrichment and learning experiences;
 - 3. Job training, internship opportunities, and career counseling services;
 - 4. Programs that provide assistance to students who have been truant, suspended, or expelled;
 - 5. Specialized instructional support services;
 - c. Parental Involvement:
 - 1. Programs that promote parental involvement and family literacy, including the Reading First and Early Reading First programs authorized under part B of title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6361 et seq.);
 - 2. Parent leadership development activities;
 - 3. Parenting education activities;
 - d. Mental and Physical Health:
 - 1. Mentoring and other youth development programs, including peer mentoring and conflict mediation;
 - 2. Juvenile crime prevention and rehabilitation programs;
 - 3. Home visitation services by teachers and other professionals;
 - 4. Developmentally appropriate physical education;
 - 5. Nutrition services;
 - 6. Primary health and dental care;

7. Mental health counseling services;
- e. Community Involvement:
 1. Service and service-learning opportunities;
 2. Adult education, including instruction in English as a second language;
 3. Homeless prevention services; and/or
 - f. Other programming designed to meet school and community needs identified through the School Leadership Team analysis described in 103(e)(3).
- (h) In addition, each application must include plans for the following:
- (1) Maintenance of attendance records in all programming components;
 - (2) Maintenance of measurable data showing annual participation and the impact of programming on the participating children and adults;
 - (3) Documentation of meaningful and sustained collaboration between the school and community stakeholders, including local governmental units, civic engagement organizations, businesses, social service providers, cultural organizations, institutions of higher education and health institutions; and
 - (4) Ensuring compliance with the non-discrimination policy described in 103(b).

Section 104. Sustainable Community School Operational Grants

- (a) The State Education Agency shall make Sustainable Community Schools Operational Grants of up to X available to implement a sustainable community school's strategy. A request-for-proposal process must be used in awarding grants. Proposals will be evaluated on the basis of criteria consistent with this Section and other factors adopted by the State Education Agency. Grants shall be for a term of five years and shall be renewable at the discretion of the State Education Agency. Grantees can begin implementation immediately or use up to a year of the grant for planning purposes. Before grantees use the grant funding for implementation they must submit a Community School Plan, pursuant to Section 104(f).
- (b) The application for a grant under this Section must include the following:
 - (1) A baseline analysis of needs at the school site, spearheaded by the lead partner agency and/or School Leadership Team in collaboration with relevant experts as appropriate, which shall include the following elements:
 - a. Identification of challenges facing the school;
 - b. Analysis of the student body; including:
 1. Number and percentage of students with disabilities and needs of these students;
 2. Number and percentage of students who are English Language Learners and the needs of these students; and
 3. Number and percentage of students receiving free or reduced priced lunch and the needs of these students.

- c. Analysis of enrollment and retention rates for students with disabilities, English Language Learners and students receiving free or reduced priced lunch;
 - d. Analysis of suspension and expulsion data, including the justification for such disciplinary actions and the degree to which particular populations, including but not limited to students of color, students with disabilities, students who are English Language Learners, and students receiving free or reduced price lunch are represented among students subject to such actions;
 - e. Analysis of school achievement data disaggregated by major demographic categories, including but not limited to race/ethnicity, English Language Learner status, disability status, and free or reduce priced lunch receipt;
 - f. Analysis of current parent engagement strategies and their success;
 - g. Evaluation of the need for and availability of wraparound services including; but not limited to:
 - 1. Mechanisms for meeting students' social, emotional and physical health needs, which may include coordination of existing services as well as the development of new services based on student needs;
 - 2. Strategies to create safe and secure school environments and improve school climate and discipline, such as implementing a system of positive behavioral supports, and taking additional steps to eliminate bullying.
 - h. Analyze the breadth and depth of community and school support for the school curriculum and the breadth and depth of support for changes to the school curriculum.
- (2) A baseline analysis of community assets and a strategic plan for utilizing and aligning identified assets. This analysis should include, but not be limited to, a documentation of individuals in the community, faith based organizations, community and neighborhood associations, colleges, hospitals, libraries, businesses and social service agencies who may be able to provide support and resources.
- (3) A baseline analysis of needs in the community surrounding the school, spearheaded by the lead partner agency and/or the School Leadership Team, in collaboration with relevant experts as appropriate, including but not limited to:
- 1. The need for high-quality, full-day childcare and early childhood education programs;
 - 2. The need for physical and mental health care services for children and adults; and
 - 3. The need for job training and other adult education programming.
- (4) A Sustainable Community School Plan detailing the steps the grantee and partners will take to integrate the five elements to become a sustainable community school at the school site, including plans for ensuring the following:
- a. Timely establishment and consistent operation of the School Leadership Team;
 - b. Maintenance of attendance records in all programming components;

- c. Maintenance of measurable data showing annual participation and the impact of programming on the participating children and adults;
 - d. Documentation of meaningful and sustained collaboration between the school and community stakeholders, including local governmental units, civic engagement organizations, businesses, and social service providers;
 - e. Establishment and maintenance of partnerships with institutions, such as universities, hospitals, museums, corporations, not-for-profit community organizations or other community partners, to further the development and implementation of community school programming;
 - f. Ensuring compliance with the non-discrimination policy described in 103(b);
 - g. Plan for School Leadership team development.
- (c) Grants under this Section shall be available to support the following activities:
- (1) Up to a year of grant funds may be used to create a comprehensive community school implementation plan;
 - (2) Where the grantee has received funding to provide community school programming at multiple covered school sites, selection and compensation of a Program Director to oversee and coordinate programming across multiple covered school sites;
 - (3) Selection and compensation of a Resource Coordinator at each covered school site;
 - (4) Ongoing convening and consultation of institutional partners;
 - (5) General coordination of programs within and between covered school sites;
 - (6) Ongoing monitoring of the impact of community school on participating children and adults;
 - (7) Development of alternative funding strategies to guarantee the long-term sustainability of the community school;
 - (8) Ongoing operation of the School Leadership Team; and
 - (9) Other activities, both operational and programmatic, which assist in implementation of the plan required under Section 104(d) and.
- (d) At the conclusion of each grant term, each Sustainable Community Schools Operational Grant grantee, spearheaded by the lead partner agency and supported by the School Leadership Team, shall submit to the State Education Agency and make available at the school site and online, a report describing efforts to integrate community school programming at each covered school site and the impact of the transition to a sustainable community school on participating children and adults. This report shall include, but shall not be limited to, discussion of the following:
- (1) An assessment of the effectiveness of the grantee in implementing the Community School Plan;
 - (2) Problems encountered in the design and execution of the Community School Plan, including identification of any federal, state, or local statute or regulation impeding program implementation;
 - (3) The operation of the School Leadership Team and its contribution to successful execution of the Community School Plan;

- (4) Recommendations for improving delivery of community school programming to students;
 - (5) The number and percentage of students receiving community school programming who had not previously been served;
 - (6) The number and percentage of non-student community members receiving community school programming who had not previously been served;
 - (7) Any improvement in retention among students who receive community school programming;
 - (8) Any improvement in academic achievement among students who receive community school programming;
 - (9) Any changes in student's readiness to enter school, active involvement in learning and in their community, health (physical, social and emotional) and student's relationship with the school and community environment;
 - (10) An accounting of anticipated local budget savings, if any, resulting from the implementation of the program;
 - (11) Any improvements to the frequency or depth of families' involvement with their children's education;
 - (12) Assessment of community stakeholder satisfaction;
 - (13) Assessment of institutional partner satisfaction;
 - (14) The ability, or anticipated ability, of the grantee and partners to continue to provide services in the absence of future funding under this Chapter;
 - (15) Increases in access to services for students and their families; and
 - (16) The degree of increased collaboration among participating agencies and private partners.
- (e) Before grantees begin using their operational grant funding the grantee shall provide the State Education Agency with a Sustainable Community School Plan. For schools that opt to use their first year of grant funding to plan community school programming and implementation, the Sustainable Community School Plan shall be submitted at the end of the first year. The Sustainable Community School Plan shall detail the steps the grantee and partners will take to integrate community school programming at the school site and include plans for:
- (1) Establishing programming that meets the needs indicated by the baseline analyses required under subsections 104(b)(1) and 104(b)(2) above;
 - (2) Timely establishment and consistent operation of the School Leadership Team;
 - (3) Maintenance of attendance records in all programming components;
 - (4) Maintenance of measurable data showing annual participation and the impact of programming on the participating children and adults;
 - (5) Documentation of meaningful and sustained collaboration between the school and community partners, including local governmental units, civic engagement organizations, businesses, and social service providers;
 - (6) Establishment and maintenance of partnerships with institutions, such as universities, hospitals, museums, corporations or not-for-profit community organizations, or other community partners, to further the development and implementation of community school programming;

- (7) Establishment and enforcement of a non-discrimination policy ensuring that the community school does not condition participation upon race, ethnic origin, religion, sex, or disability;
- (8) Annual evaluation and public reporting on the impact of programming on the participating children and adults; and
- (9) Ensuring the continuation of the sustainable community school after the grant period ends.

Section 105. Program Evaluation

- (a) Reports submitted by grantees pursuant to Section 104(d) shall be evaluated by the State Education Agency with respect to criteria developed by the State Education Agency. These criteria shall, include, but not be limited to the following:
 - (1) The effectiveness of the school, Local Education Agency or consortium in implementing the Sustainable Community School Plan including the degree to which the grantee navigated difficulties encountered in the design and operation of the Sustainable Community School Plan, including identification of any federal, state, or local statute or regulation impeding program implementation;
 - (2) The extent to which the recommendations of the School Leadership Committee are reflected in the Sustainable Community School Plan and the degree to which the School Leadership Committee has been engaged in discussion and decision-making;
 - (3) The extent to which the project has yielded lessons about ways to improve delivery of community school programming to students;
 - (4) The degree to which there has been an increase in the number or percentage of students and non-students receiving community school programming;
 - (5) The degree to which there has been an improvement in retention of students and improvement in academic achievement among students receiving community school programming;
 - (6) Local budget savings, if any, resulting from the implementation of the program;
 - (7) The degree of community stakeholder and institutional partner engagement;
 - (8) The ability, or anticipated ability, of the grantee and partners to continue to provide services in the absence of future funding under this Chapter;
 - (9) Increases in access to services for students and their families; and
 - (10) The degree of increased collaboration among participating agencies and private partners.
- (b) No later than August 30th of the year following the first full year of operation of the Sustainable Community School Grants Program and each year thereafter, the State Education Agency shall report to the Governor and the Legislature on the impact of the Sustainable Community Schools strategy. This report shall be made publicly available at covered school sites and on the State Education Agency website. All data featured in the report shall be made available in machine-readable formats.
- (c) This report shall draw upon the following data sources to provide analysis of the Sustainable Community Schools Program's success in addressing the issues set forth in

Section 101, the impact of funded initiatives and recommendations for enhancing the Program's effectiveness:

- (1) Aggregate data from reports required under Section 105(a)
 - (2) Aggregate data from grantee reports required under Section 104(e)
 - (3) Interviews and other consultation with students, parents, community members, Program Directors and Resource Coordinators; and
 - (4) Consultation with School Leadership Teams.
- (d) This report shall include analysis and recommendations related to the potential to replicate the best practices of grantees in non-grantee public school.
- (e) This report shall include an analysis of cost-savings in areas such as public health, public safety and public education resulting from investment in community school programming.