

The Senate Committee on Education and Youth offered the following substitute to SB 30:

A BILL TO BE ENTITLED
AN ACT

To amend Chapter 2 of Title 20 of the Official Code of Georgia Annotated, relating to elementary and secondary education, so as to provide for Sustainable Community School Operational Grants; to provide for definitions; to provide for planning and implementation grants; to provide for applications for grants; to require the development of community school plans; to provide for requirements for grant recipients; to delineate the purposes for which grant funds may be used; to provide for reports; to provide for a short title; to provide for related matters; to repeal conflicting laws; and for other purposes.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF GEORGIA:

SECTION 1.

This Act shall be known and may be cited as the "Unlocking the Promise Community Schools Act."

SECTION 2.

Chapter 2 of Title 20 of the Official Code of Georgia Annotated, relating to elementary and secondary education, is amended by revising Article 14, which is reserved, as follows:

"ARTICLE 14

20-2-640.

As used in this article, the term:

(1) 'Applicant' means a school, a local board of education, or a consortium, proposing to work in collaboration with one or more community organizations, which is seeking a Sustainable Community School Operational Grant pursuant to this article for a covered school site.

(2) 'Community organization' means a nonprofit 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.

(3) 'Community partner' means a community stakeholder including, but not limited to, parents, parent organizations, students, student organizations, early learning programs, businesses, civic engagement organizations, advocacy groups, local civic and community based organizations, civil rights organizations, local governmental agencies, local school employee organizations, and institutions of higher education.

(4) 'Community school plan' means a plan to implement community school programming at a school submitted pursuant to subsection (b) of Code Section 20-2-644.

(5) 'Community school programming' means services, activities, and opportunities described under subsection (a) of Code Section 20-2-642.

(6) 'Consortium' means a group composed of a school or local board of education and of at least one community partner and may include local education organizations, governmental agencies, schools, other community partners, or community organizations that propose to work with one another to plan or implement community school programming pursuant to a grant.

(7) 'Covered school site' means any school site at which an applicant has proposed or has been funded to provide community school programming pursuant to a grant.

(8) 'Grant' means a Sustainable Community School Operational Grant awarded pursuant to this article.

(9) 'Grantee' means an applicant that has been awarded a grant.

(10) 'High-quality child care 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.

(11) 'Lead partner agency' is the organization that joins the school to manage and lead the work of developing and sustaining the community school plan. The lead partner agency shall serve as the fiscal agent.

(12) 'Relevant experts' means individuals, institutions, or organizations with experience in the design, implementation, or evaluation of programs related to the analyses required pursuant to subsection (c) of Code Section 20-2-642. Reserved:

20-2-641.

(a) If appropriations are available, the Department of Education shall make grants available to plan, implement, and improve sustainable community schools. 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 15 percent of Title I schools in the state;

(2) A secondary school that is eligible for, but does not receive, Title I funds and that is among the lowest-achieving 15 percent of secondary schools in the state; or

(3) A high school that has had a graduation rate as defined in 34 C.F.R. 200.19(b) that is less than 60 percent over three years.

(b)(1) Grants may be awarded to applicants that have demonstrated a need to implement community school programming but are in need of additional planning to establish or expand existing programming. Schools that are not ready to implement community school programming immediately are authorized to use up to one year of their grant funds for planning purposes. At the end of this period, the school must submit a community school plan pursuant to subsection (b) of Code Section 20-2-642.

(2) Applicants that have demonstrated readiness to begin operation of community school programming and submitted a community school plan pursuant to subsection (b) of Code Section 20-2-642 shall not be required to use the first year of the grant for planning purposes and shall be authorized to begin implementation immediately upon receipt of the grant award. Such grants shall supplement, not supplant, existing services and funds.

(c) The Department of Education shall use a request for proposal process in awarding grants. Proposals shall be evaluated and scored on the basis of criteria consistent with this article and other factors established by the Department of Education. The Department of Education shall consider the applicant's prior performance under a grant, if applicable. Grants shall be for a term of five years and shall be renewable at the discretion of the Department of Education.

(d) Technical assistance, including but not limited to grant writing and support for the design of community school programming, shall be made available to applicants. Such technical assistance may be provided by the Department of Education directly or by an organization with demonstrated experience with community school planning in partnership with community organizations or civic engagement organizations funded by the Department of Education through a request for proposal process to provide such technical assistance.

20-2-642.

(a) Each applicant shall demonstrate how it will transition 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:

(1) Early childhood:

(A) Early childhood education;

(B) Programs under the Head Start Act, including Early Head Start programs; and

(C) Child care services;

(2) Academic:

(A) Academic support and enrichment activities, including expanded learning time;

(B) Summer or after-school enrichment and learning experiences;

(C) Job training, internship opportunities, and career counseling services;

(D) Programs that provide assistance to students who have been truant, suspended, or expelled; and

(E) Specialized instructional support services;

(3) Parental involvement:

(A) 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.);

(B) Parent leadership development activities; and

(C) Parenting education activities;

(4) Mental and physical health:

(A) Mentoring and other youth development programs, including peer mentoring and conflict mediation;

(B) Juvenile crime prevention and rehabilitation programs;

(C) Home visitation services by teachers and other professionals;

(D) Developmentally appropriate physical education;

(E) Nutrition services;

(F) Primary health and dental care; and

(G) Mental health counseling services;

(5) Community involvement:

(A) Service and service-learning opportunities;

(B) Adult education, including instruction in English as a second language; and

(C) Homeless prevention services; or

(6) Other programming designed to meet school and community needs identified through the school leadership team analysis described in paragraph (2) of subsection (a) of Code Section 20-2-643.

(b) In addition, each applicant shall submit a community school plan for the following:

(1) Maintenance of attendance records in all programming components;

(2) Maintenance of measurable data showing annual participation and the impact of community school programming on the participating children and adults; and

(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.

(c) The application for a grant under this article shall include the following:

(1) A baseline analysis of needs at the covered school site, spearheaded by the lead partner agency 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:

(i) Number and percentage of students with disabilities and the needs of these students;

(ii) Number and percentage of students who are English language learners and the needs of these students; and

(iii) 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 or ethnicity, English language learner status, disability status, and free or reduced price meals eligibility;

(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:

(i) 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; and

(ii) 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; and

(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 or the school leadership team, in collaboration with relevant experts as appropriate, including but not limited to:

(A) The need for full-day, high-quality child care or early childhood education programming;

(B) The need for physical and mental health care services for children and adults; and

(C) The need for job training and other adult education programming; and

(4) A plan detailing the steps the grantee and community partners will take to integrate the elements to become a sustainable community school at the covered 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 community school 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, community organizations, or other community partners, to further the development and implementation of community school programming; and

(F) School leadership team development.

20-2-643.

(a)(1) Upon award of a grant, each grantee shall 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 school site. The school leadership team shall meet the following requirements:

(A) The school leadership team for an elementary or middle school shall have between 12 and 15 members. The school leadership team shall be composed of no less than 60 percent parents, residents, and teachers and shall include the following stakeholders:

(i) The school principal, who shall be a voting member of the school leadership team but shall not be the chairperson;

(ii) Community partners, including representatives from the lead partner agency;

(iii) Parents and residents and, if the school has a relevant civic association or parent-teacher organization or civic engagement organization such as a Parent Teacher Association chapter, the lead partner agency or principal shall work with such organizations to hold elections to select representatives; and

(iv) Teachers chosen by a democratic selection process led by the lead partner agency or principal; and

(B) The school leadership team for a high school shall have between 12 and 15 members, shall include the stakeholders in subparagraph (A) of this paragraph, and shall also include two students elected by students of the school who shall serve as voting members.

Upon selection, the school leadership team shall immediately appoint two representatives from the community who are not parents, teachers, other employees of the school, or students to serve as voting members on the school leadership team. Following the selection of the community representatives, the school leadership team shall select a chairperson to guide the school leadership team's work. The school leadership team shall work in cooperation with and may have overlapping members with the school governing council for any school in a charter system.

(2) The school leadership team at each grantee's covered school site or sites shall be responsible for overseeing the baseline analyses described in subsection (c) of Code Section 20-2-642. 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 covered school site and shall issue recommendations to school leadership, the local board of education, 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 covered school site or sites and on school system websites.

(b) Upon award of a grant, a grantee shall hire a resource coordinator to coordinate services at each covered school site. If proposing to serve three or more sites, the grantee 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.

237 (c) A grantee shall submit quarterly progress reports to the Department of Education
238 regarding implementation of community school programming to include financial status
239 and any other items required by the department.

240 20-2-644.

241 (a) Grant funds awarded pursuant to this article may be used to support any of the
242 following activities:

243 (1) Up to a year of grant funds may be used for planning purposes to create a
244 comprehensive community school plan;

245 (2) Where the grantee has received funding to provide community school programming
246 at multiple covered school sites, selection and compensation of a program director to
247 oversee and coordinate programming across multiple covered school sites;

248 (3) Selection and compensation of a resource coordinator at each covered school site;

249 (4) Ongoing convening and consultation of institutional partners;

250 (5) General coordination of programs within and between covered school sites;

251 (6) Ongoing monitoring of the impact of community school programming on
252 participating children and adults;

253 (7) Development of alternative funding strategies to guarantee the long-term
254 sustainability of the community school;

255 (8) Ongoing operation of the school leadership team; and

256 (9) Other activities, both operational and programmatic, which assist in implementation
257 of the plan required under paragraph (4) of subsection (c) of Code Section 20-2-642.

258 (b) Before grantees begin using grant funds, the grantee shall provide the Department of
259 Education with a community school plan. For schools that opt to use their first year of
260 grant funding for planning purposes, the community school plan shall be submitted at the
261 end of the first year. The community school plan shall detail the steps the grantee and
262 community partners will take to integrate community school programming at the covered
263 school site and include plans for:

264 (1) Establishing programming that meets the needs indicated by the baseline analyses
265 required under paragraphs (1), (2), and (3) of subsection (c) of Code Section 20-2-642;

266 (2) Timely establishment and consistent operation of the school leadership team;

267 (3) Maintenance of attendance records in all programming components;

268 (4) Maintenance of measurable data showing annual participation and the impact of
269 community school programming on the participating children and adults;

270 (5) Documentation of meaningful and sustained collaboration between the school and
271 community partners, including local governmental units, civic engagement organizations,
272 businesses, and social service providers;

(6) Establishment and maintenance of partnerships with institutions, such as universities, hospitals, museums, corporations, community organizations, or other community partners, to further the development and implementation of community school programming;

(7) Annual evaluation and public reporting on the impact of programming on the participating children and adults; and

(8) Ensuring the continuation of the sustainable community school programming after the grant period ends.

20-2-645.

(a) At the conclusion of each grant term, each grantee, spearheaded by the lead partner agency and supported by the school leadership team, shall submit to the Department of Education and make available at the covered school site and on its website 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) The number and percentage of students receiving community school programming who had not previously been served;

(2) Any improvement in retention among students who receive community school programming;

(3) Any improvement in academic achievement among students who receive community school programming;

(4) An accounting of anticipated local budget savings, if any, resulting from implementation of the program;

(5) An assessment of the effectiveness of the grantee in implementing the community school plan;

(6) 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;

(7) The operation of the school leadership team and its contribution to successful execution of the community school plan;

(8) Recommendations for improving delivery of community school programming to students;

(9) The number and percentage of nonstudent community members receiving community school programming who had not previously been served;

(10) Any changes in students' readiness to enter school; active involvement in learning and in their community; physical, social, and emotional health; and relationships with the school and community environment;

(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 community partners to continue to provide services in the absence of future funding under this article;

(15) Increases in access to services for students and their families; and

(16) The degree of increased collaboration among participating agencies and private community partners.

(b) Reports submitted by grantees pursuant to subsection (a) of this Code section shall be evaluated by the Department of Education with respect to criteria developed by such department. The criteria shall include but not be limited to the following:

(1) The degree to which there has been an improvement in retention of students and improvement in academic achievement among students receiving community school programming;

(2) Local budget savings, if any, resulting from implementation of the program;

(3) The degree of community stakeholder and institutional partner engagement;

(4) The ability, or anticipated ability, of the grantee and community partners to continue to provide services in the absence of future funding under this article;

(5) Increases in access to services for students and their families;

(6) The degree of increased collaboration among participating agencies and private community partners;

(7) The effectiveness of the school, local board of education, or consortium in implementing the community school plan including the degree to which the grantee navigated difficulties encountered in the design and operation of the community school plan, including identification of any federal, state, or local statute or regulation impeding program implementation;

(8) The extent to which the recommendations of the school leadership team are reflected in the community school plan and the degree to which the school leadership team has been engaged in discussion and decision making;

(9) The extent to which the project has yielded lessons about ways to improve delivery of community school programming to students; and

(10) The degree to which there has been an increase in the number or percentage of students and nonstudents receiving community school programming.

(c) No later than August 30 of the year following the first full year of operation of the grant program established pursuant to this article and each year thereafter, the Department of Education shall report to the Governor and the General Assembly on the impact of implementing community school programming. The report shall be made publicly available on covered school sites' websites and on the Department of Education website.

All data featured in the report shall be made available in machine-readable formats.

(d) The report shall draw upon the following data sources to provide analysis of the success of the grant program established pursuant to this article, the impact of funded initiatives, and recommendations for enhancing the program's effectiveness:

(1) Aggregate data from reports required under subsection (b) of this Code section;

(2) Aggregate data from grantee reports required under subsection (a) of this Code section;

(3) Interviews and other consultations with students, parents, community members, program directors, and resource coordinators; and

(4) Consultation with school leadership teams.

(e) The report shall include analyses and recommendations related to the potential to replicate the best practices of grantees in nongrant public schools.

(f) The 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."

SECTION 3.

All laws and parts of laws in conflict with this Act are repealed.